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ABSTRACT

To determine students' awareness of and satisfaction with matriculation services, California's San Diego Community College District (SDCCD) surveyed 20,448 re-enrolling credit students in fall 1991 and spring 1992 at the District's City, Mesa, and Miramar Colleges and Educational Cultural Complex. Specifically, the survey sought data on student demographics, educational background, and satisfaction with orientation, assessment and placement, counseling and advising, and other matriculation services. From the original sample, a final sample was selected of students who originally enrolled in fall 1990, were transfer or degree oriented, and had used at least one service. The result was a pool of 7,086 responses. Study findings, focusing on responses for San Diego Mesa College (SDMC) compared to results for the rest of the District, included the following: (1) 78.1% of SDMC students rated orientation as good or excellent, compared to 81.1% for the rest of the District; (2) although 67.9% of SDMC students rated advisement and counseling as good or excellent, 32.2% rated them as fair or poor; (3) 74.9% of SDMC respondents agreed that the services they received had helped them to clarify and reach educational goals, compared to 77.6% for the rest of the District; and (4) 32.3% of SDMC students indicated that they used all the matriculation services. Graphs of districtwide responses by student ethnicity and the survey instrument are appended. (HAA)

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ED 398 962

Matriculation in the SDCCD:

Student Satisfaction and Equity

in Matriculation Services
Student Survey

San Diego Mesa College

William B. Armstrong

Research and Planning

1993

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JC 960 497

Matriculation in the SDCCD:
Student Satisfaction and Equity in Matriculation Services
Student Survey

Purpose

This study responds to state guidelines regarding the evaluation of Matriculation programs and services. One method outlined in guidance from the State Chancellor's Office of the California Community Colleges (SCOCCC) to evaluate matriculation services is to gather student satisfaction data (SCOCCC, 1989). This study seeks to determine the level of awareness, use, and satisfaction with certain components of the Matriculation services offered by the colleges in the San Diego Community College District.

This study was conducted using a survey instrument following the guidelines recommended in the Matriculation Local Research Options guide produced by the Southern California Community College Institutional Research Association (SCCCIRA) and the Northern California Community College research organization, (NORCAL)[1] under sponsorship from the SCOCCC. However, because of space limitations and the survey methodology used, many questions included in the model survey were not included or modified. Thus the survey results reported here provide an overview of the most general indicators of satisfaction and awareness reported by respondents.

Method

Using a suggested format obtained from the Local Research Options Project (SCOCCC, 1989) a survey was developed and attached to the registration mailer sent

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[1] These two groups have now merged into a single statewide organization called the Research and Planning (RP) Group of the California Community Colleges.

to all continuing credit students attending City, Mesa, or Miramar Colleges or the Educational Cultural Complex (ECC). The questionnaire contained demographic and educational background questions, and questions pertaining to student satisfaction with several important components of matriculation. These components include orientation, assessment and placement, counseling and advising, and educational plan development. Students were asked to complete the questionnaire and return it with their registration materials. The survey instrument was detached from the mail-in registration form by admissions staff at the colleges and forwarded to Research and Planning for data input, coding, analysis, and reporting.

Sample

The data in this report include students re-enrolling during either the Fall, 1991, or Spring, 1992, semesters. After the surveys were returned to the Research and Planning office, staff keypunched the survey responses into an electronic database which was then converted for analysis with SPSS statistical software. The preliminary results of the first round of data collection from the fall, 1991 student sample (N=8,000) was presented to the student services deans and matriculation coordinators from each of the colleges, ECC, and the central office during summer, 1992. This group recommended that a second semester of data (spring, 1992) be included in order to increase the reliability of the findings and to compensate for non-respondents. They also suggested that the criteria for inclusion in the study be limited to students enrolling after fall, 1988 because of the differences in the phase-in of the various Matriculation components at each of the colleges. Data entry was begun for the spring, 1992 students shortly thereafter in September 1992. This second phase of data entry included 12, 448 surveys. The fall, 1991 and spring, 1992 files were merged and converted for coding and statistical analysis. In total, 20,448 surveys were entered for analysis.

The relatively large size of the original sample proved to be important once the criteria for inclusion in the study were applied. As described above, the purpose of the survey was to gauge the level of awareness, use, and satisfaction with certain

matriculation services offered at in the SDCCD. Thus, the target group for this study was non-exempt[2] continuing students in the SDCCD. Although a student may know whether they are "exempt" from Matriculation, it is also possible that such technical jargon may mean little to them. They often will know however if they participated in an orientation session for new students, or took an assessment test, saw a counselor, and worked out a course of study to meet their educational goal. The survey did not ask students if they were "matriculating," but matriculants were identified by their responses to several questions related to matriculation status. These included first term of enrollment, educational goal, and use of any matriculation services. This construct of selected responses was used to identify matriculating students for the study.

The target group was all non-exempt SDCCD students enrolling after matriculation services were in place at the colleges and who received the basic services of orientation, assessment, counseling, and educational plan development. Although the SDCCD has been offering matriculation services for the last several years at each of the colleges, it was decided that students first enrolling in fall, 1990 would be selected. This reduced the original sample of 20,448 to 12,002. The second criterion applied was that only students indicating an educational goal of the Associate's degree or transfer to a four-year college or university would be included. This further reduced the sample from 12,002 to 8,062. Finally, students had to indicate that they used at least one of the matriculation services identified on the survey. This reduced the sample from 8,062 to 7,086, which was approximately 35% of the original survey sample. Even with these criteria, not all students could identify or respond to questions about certain matriculation components either because they had not participated in that component, or perhaps knew of the service by a different name. For example, a clear majority of students could identify and rate their satisfaction with the assessment process, but far fewer could respond to

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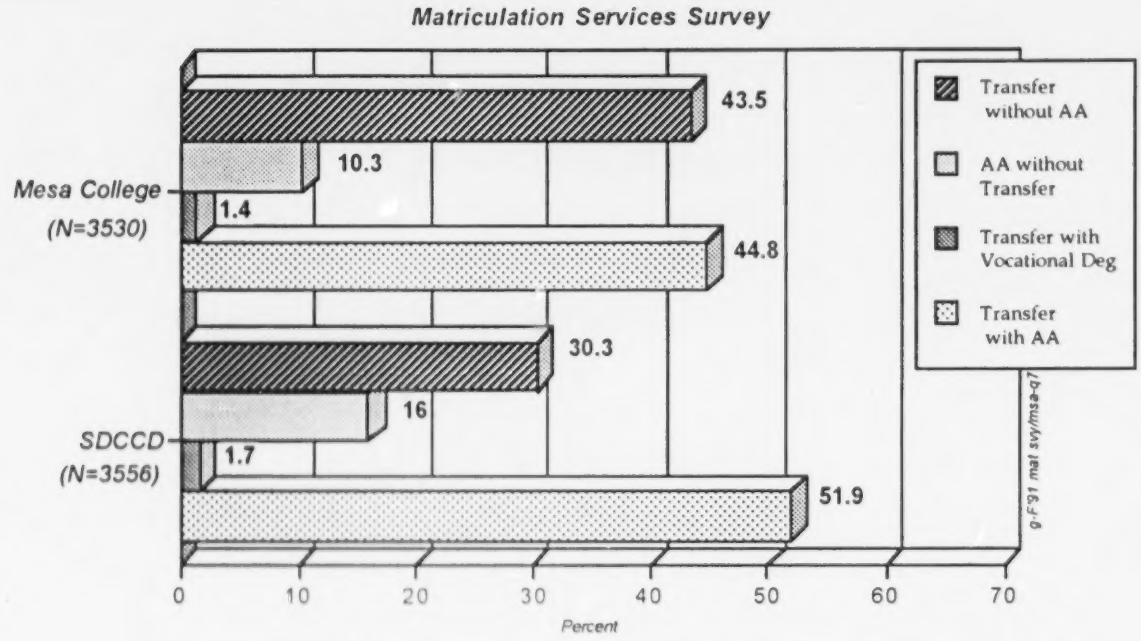
[2] "Non-exempt" refers to students who are required to participate in matriculation services such as assessment, counseling, and educational plan development. This is generally students with a degree goal. "Exempt" students are those who enroll for personal or avocational reasons, or those who already have a degree.

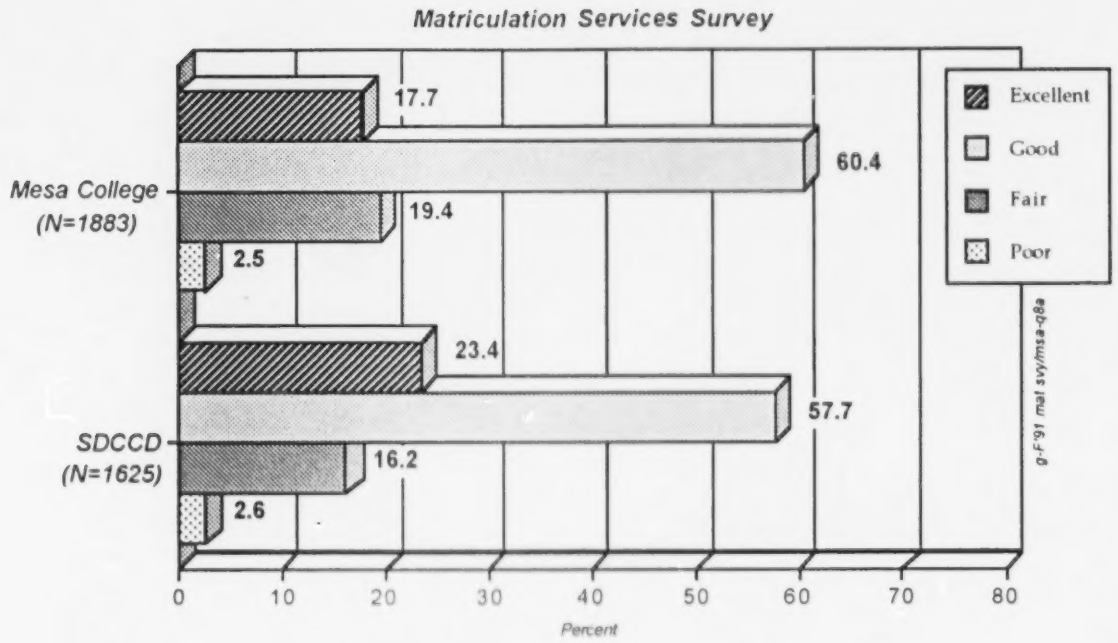
and rate the orientation services satisfaction question. Students need to have a skill level in order to enroll in several degree and transfer applicable courses, and most of the time these skill levels are obtained from scores on assessment tests in conjunction with counselor judgment. However, orientation, while strongly recommended for students, is not required to enroll in classes, thus many students may not take advantage of this service. Or, students might have attended an orientation session, but identify it by another name. Thus, the satisfaction data reported below include only students who responded to the question. This may assist college and district staff to identify areas where awareness seems low and make adjustments accordingly.

The following graphs compare Mesa College and the rest of the district (SDCCD) in students' response to the survey questions.



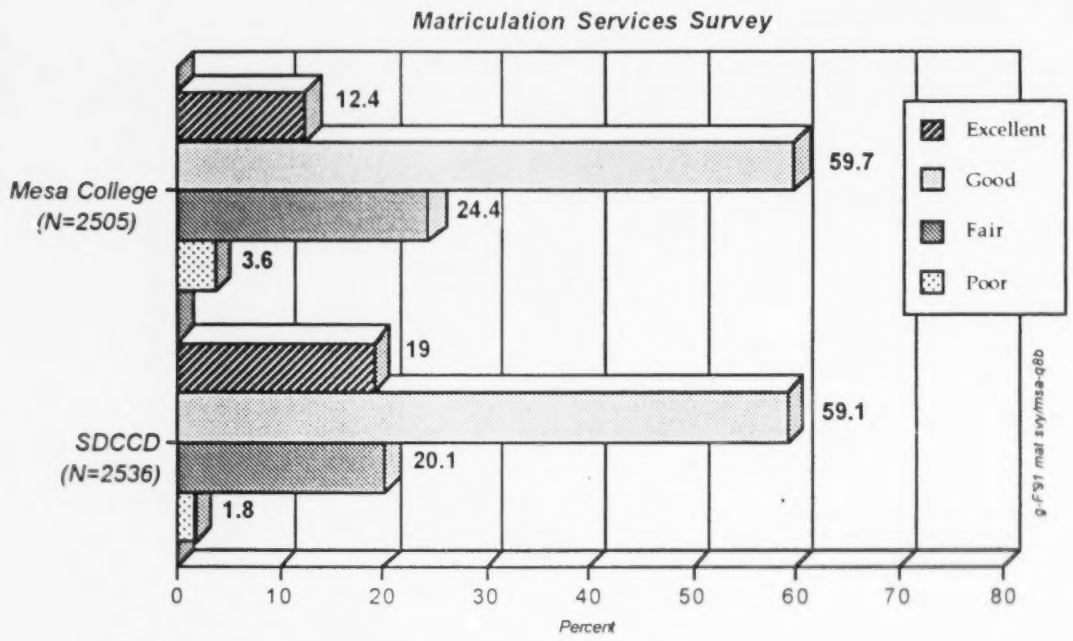
Q7: Please indicate your educational goal

At Mesa College, students' primary educational goal was to transfer to a four-year university. This finding reflects the criteria used to identify the survey sample as including only those students planning to earn a degree. Nearly 90% of respondents at Mesa College indicated that their educational goal was to transfer, and the proportion of students who planned to transfer was higher than the rest of the district (SDCCD). In contrast, a smaller percentage of students was planning to acquire an associate degree at Mesa College. The proportion of students intending to transfer with an associate degree was also lower at Mesa College than the rest of the district.



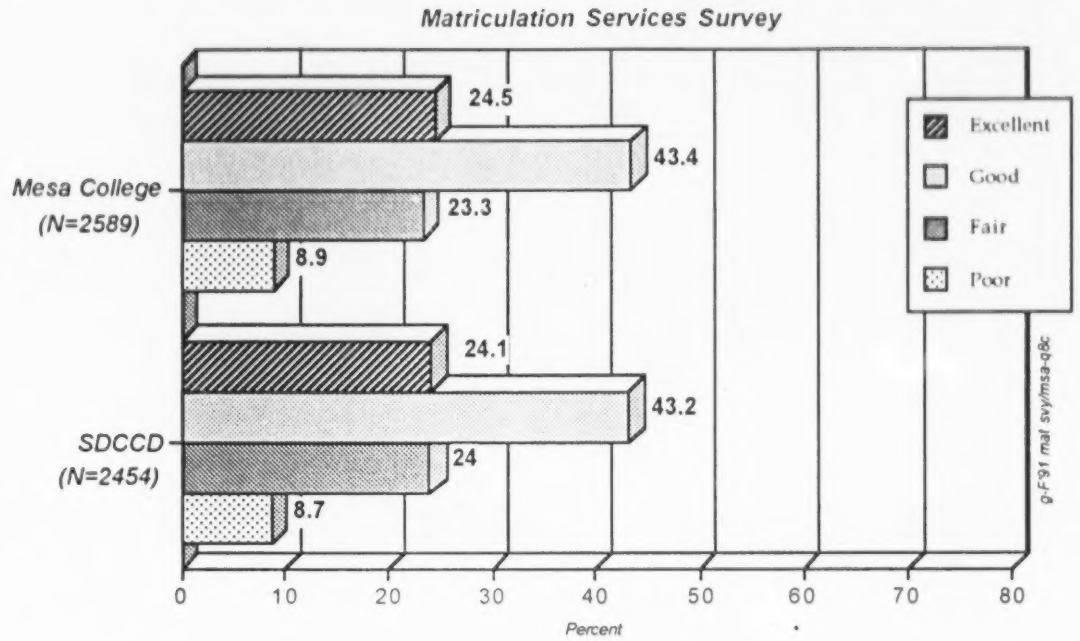
Q8a: Please indicate your satisfaction with Orientation

Approximately three quarters of students considered the orientation was "excellent" or "good." The proportion of students who rated the orientation "excellent" was 2% lower at Mesa College than the SDCCD. These differences are minimal and of limited practical significance.



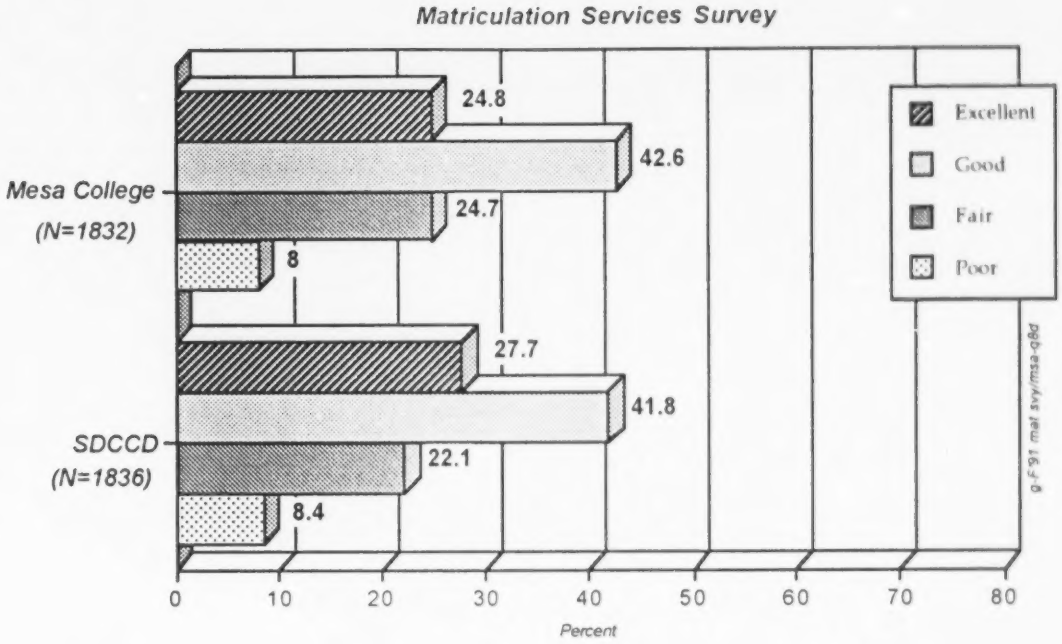
Q8b: Please indicate your satisfaction with Reading/Math Assessment

The majority of students considered reading and math skill assessment was satisfactory. A slightly smaller proportion of Mesa College respondents stated that they felt the reading and mathematics assessment process was "excellent" compared to the SDCCD. The proportion of students rating assessment as good was about 60% for both groups.



Q8c: Please indicate your satisfaction with Advisement/Counseling

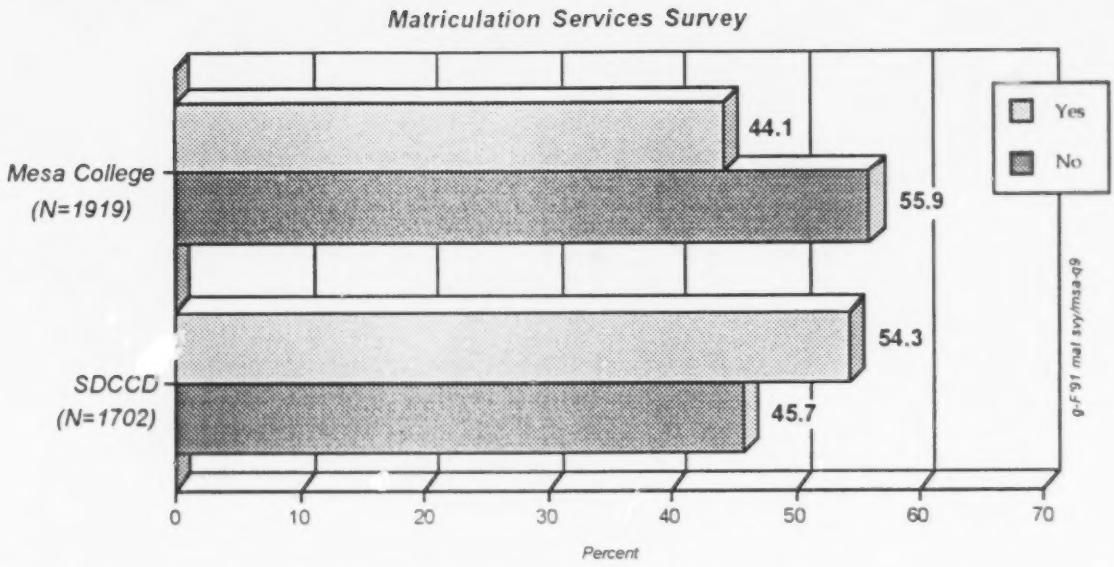
Although most students indicated that counseling services were "excellent" or "good," approximately one quarter found the services either "fair" or "poor." The responses to this question from Mesa College students were similar to those from the SDCCD respondents.



Q8d: Please indicate your satisfaction with Educational Plan development

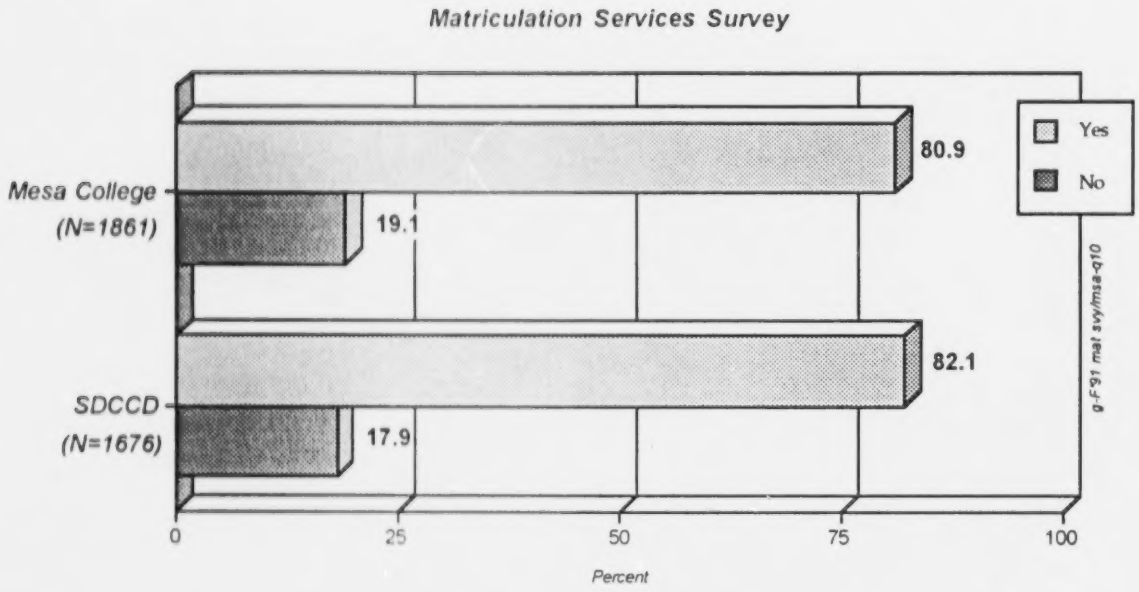
The majority of students at Mesa College seemed to regard their educational plan development as satisfactory. However, approximately 30% of students were not pleased with their educational plan development.

Since the time of this survey, the SDCCD has developed and implemented a comprehensive automated educational planning program for matriculating students. As this system has been implemented, many more students are developing and revising their individual educational plan. A recent survey conducted by the research and planning office in consultation with the SDCCD Student Services Council found higher levels of satisfaction with educational plan development districtwide. This report, the Educational Plan Survey Report, 1995 is available from Research and Planning.



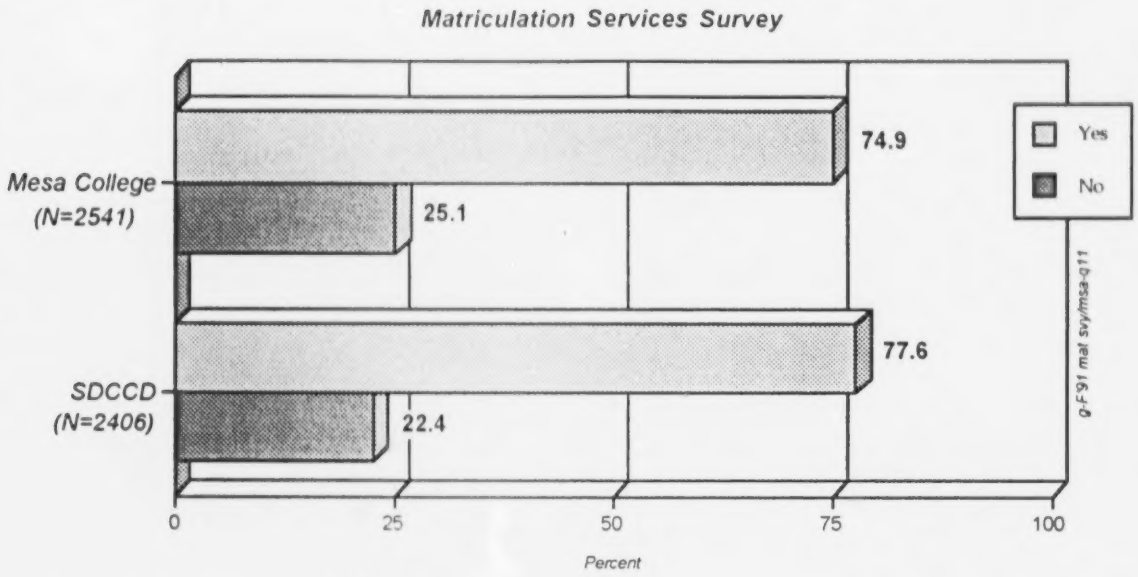
Q9: Did attending the orientation session influence you to visit or use other campus services?

At this time of this survey, almost one half of the Mesa College respondents indicated the orientation positively influenced their use of other campus services. The percentage of students who indicated that orientation influenced their use of other services was lower at Mesa College than the rest of the SDCCD.



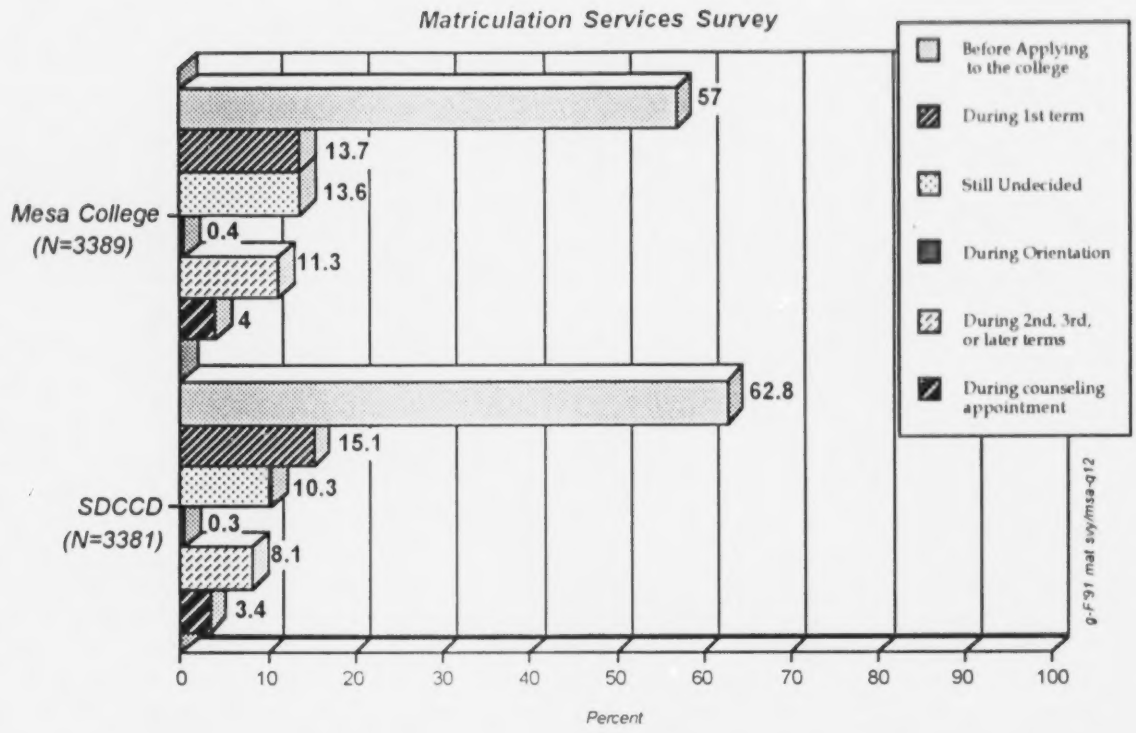
Q10: Were you informed about your rights and responsibilities as a student during your orientation?

The vast majority of students stated they were informed about their rights and responsibilities as a student during the orientation session.



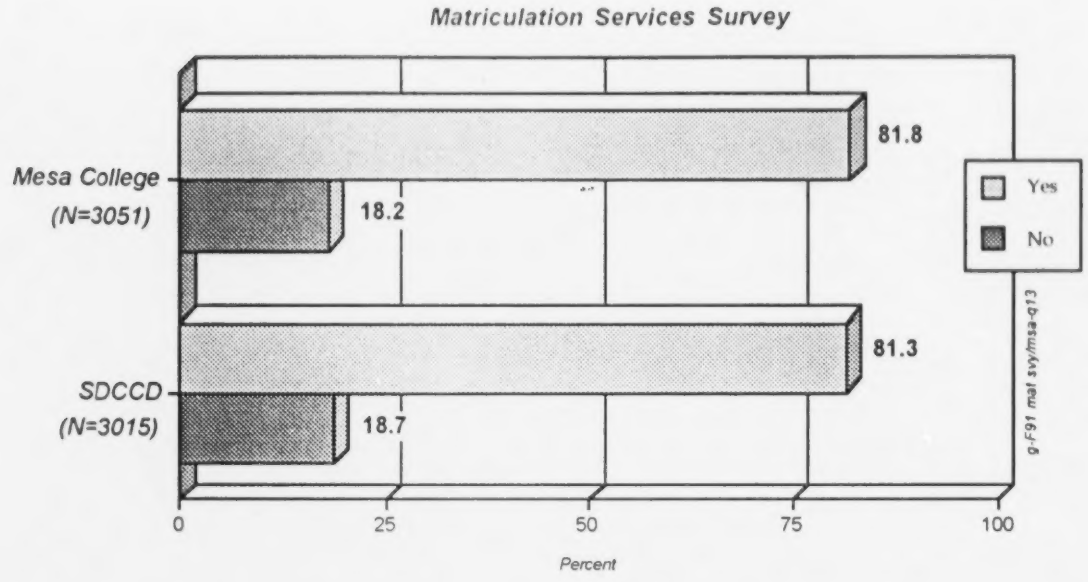
Q11: Have the services you have received help to clarify your educational goals and how to achieve them?

A majority of students indicated that the matriculation services were helpful in clarifying their goals and how to achieve them. The proportion of students who said the services were helpful was slightly lower at Mesa College than the comparison group. These differences were less than three percent however.



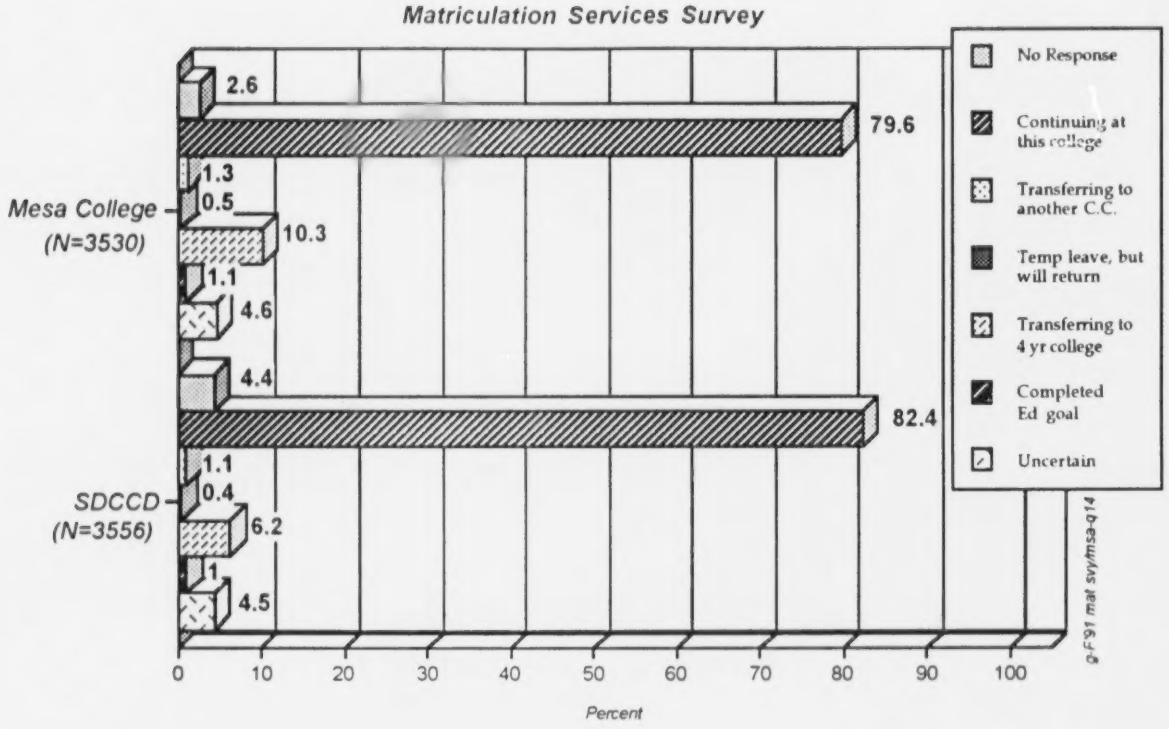
Q12: When did you first decide upon a specific educational goal to pursue at this college?

Most students decided their specific educational goal before applying to the college or during the first semester. There was a very small percentage of respondents who decided their educational goals during the orientation or counseling session. Over 50 % of Mesa College respondents decided their goal before applying to the college.



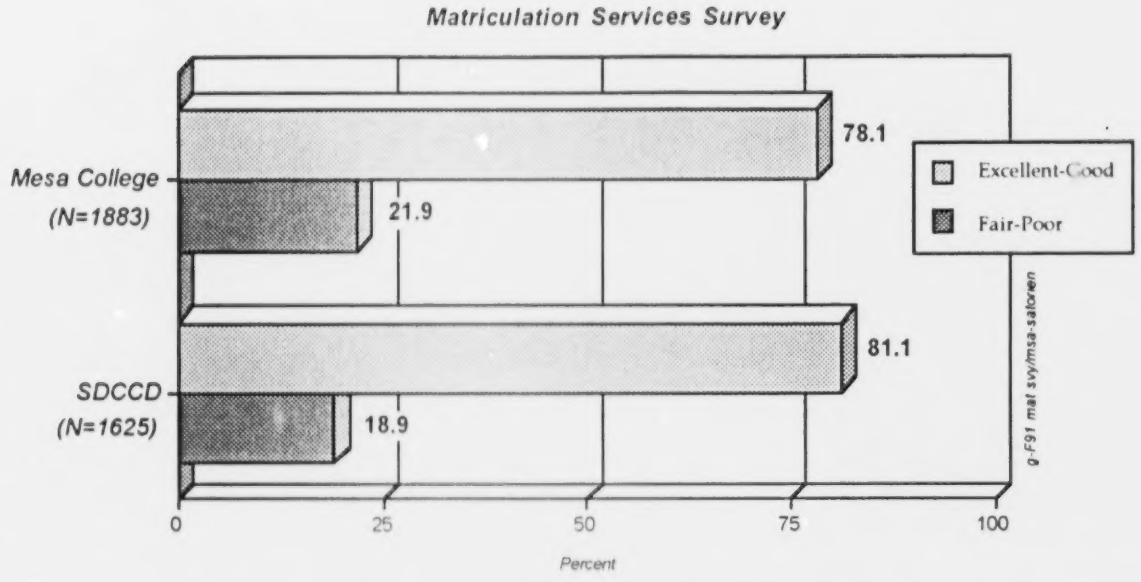
Q13: Have you been provided with information to help you understand course and basic skills prerequisites?

Approximately 80% of students said they were provided information to help them understand course prerequisites. This finding was consistent across the SDCCD.



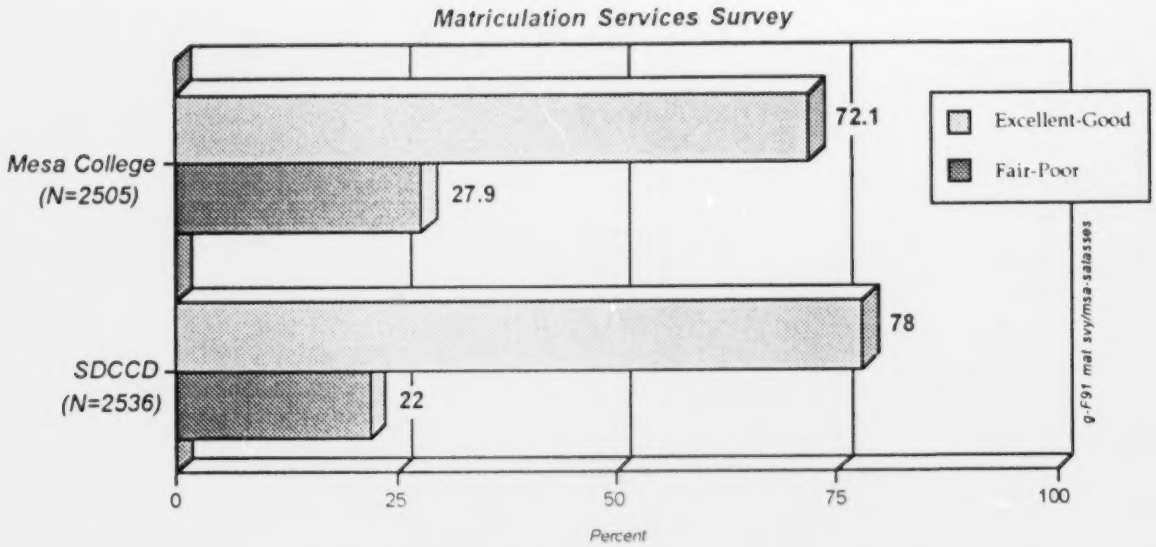
Q14: What will your student status be next term?

The vast majority of respondents were going to attend Mesa College the following term. Compared to the SDCCD average (6.2%), a higher proportion of Mesa College respondents (10.3%) stated they would be transferring to a four-year university the following semester.



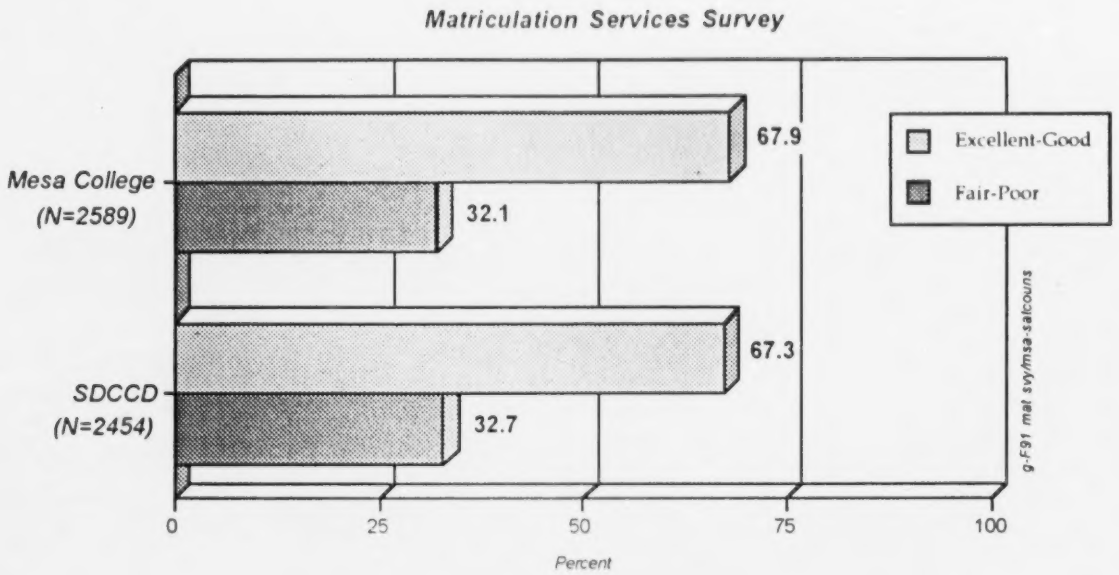
Satisfaction Ratio for Orientation

For the ease of interpretation, responses to questions regarding various matriculation services were re-scaled into a satisfaction ratio. The above graph indicates that the majority of Mesa College respondents found the orientation satisfactory.



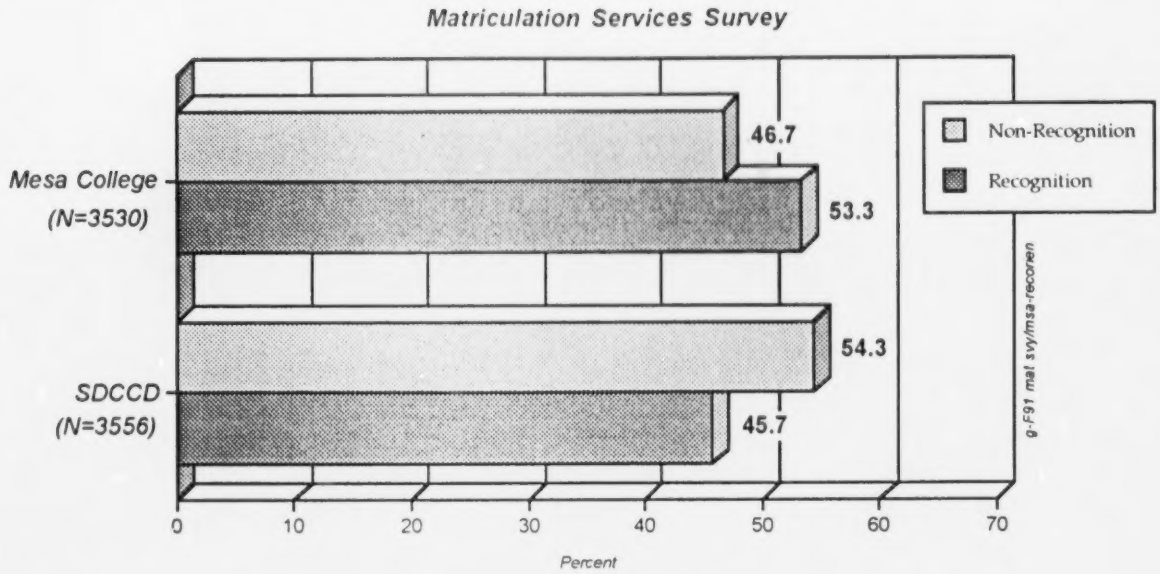
Satisfaction Ratio for Reading/Math Assessment

Most students considered the reading and math skill assessments to be satisfactory. The proportion of Mesa College students who found the assessment satisfactory was slightly lower than the other colleges.



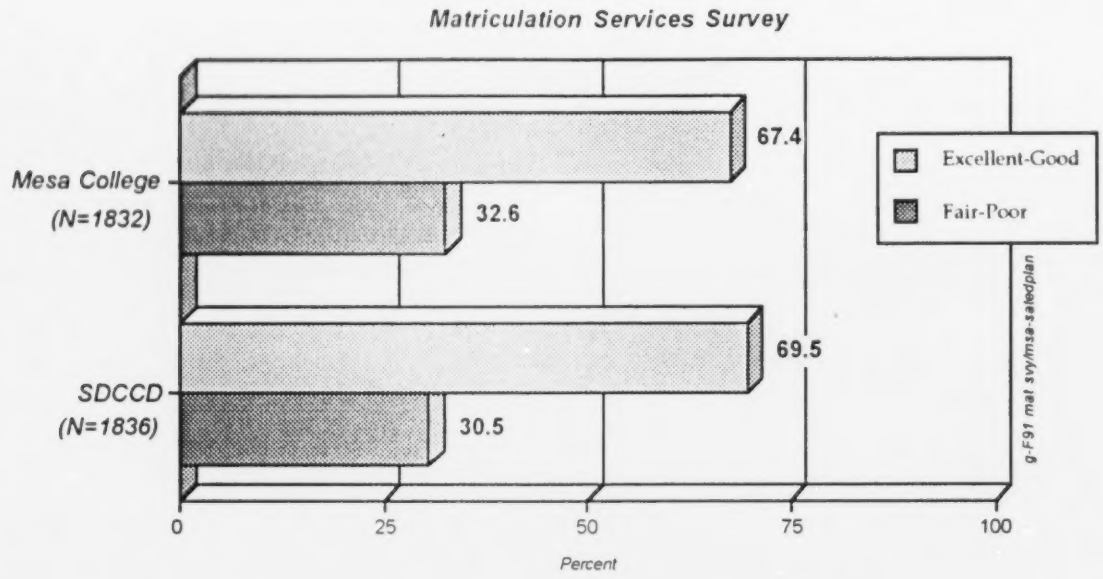
Satisfaction Ratio for Counseling

Most students were pleased with counseling services; however, the satisfaction ratio for counseling services was lower than for other matriculation services. For both Mesa College and the SDCCD, approximately one third indicated the service was either "fair" or "poor."



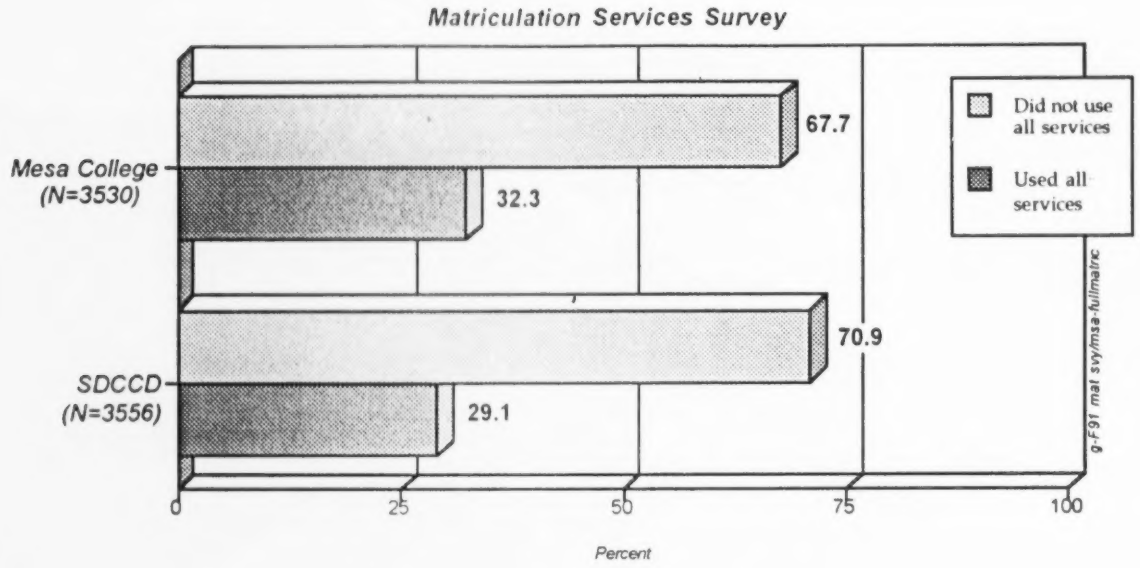
Students Responding to Orientation Question

Students at Mesa College recognized the orientation session more than students at the other colleges. At the time of the survey, or at the time they matriculated, orientation sessions were changing in response to students needs and increased attendance. Since the time of this survey, campus leaders report that many more students are attending orientation and more sessions are scheduled than in the early years of matriculation implementation.



Satisfaction Ratio for Educational Plan Development

At this time of this survey, approximately 70% of SDCCD respondents indicated that educational plan development was "excellent" or "good." Approximately the same proportion of students at Mesa indicated their satisfaction with this matriculation service. Although approximately 30% of the students indicated that they felt the service was "fair" or "poor," a more recent survey conducted by the SDCCD Research Office suggests that students use and satisfaction with the new automated educational plan system to be substantially high.



Student Use of Matriculation Services

Compared to the rest of the SDCCD, a slightly higher proportion of students at Mesa College indicated that they used all the matriculation services.

Summary

Overall, the majority of respondents stated they were satisfied with the matriculation services they had used. Students gave high marks to orientation (at least for those who attended), English assessment and placement, math assessment and placement, and educational plan development. Moreover, the vast majority of respondents stated that they had been informed of their rights and responsibilities as students during orientation, and that overall, the service they had received had helped them to clarify their educational goals and how to achieve them.

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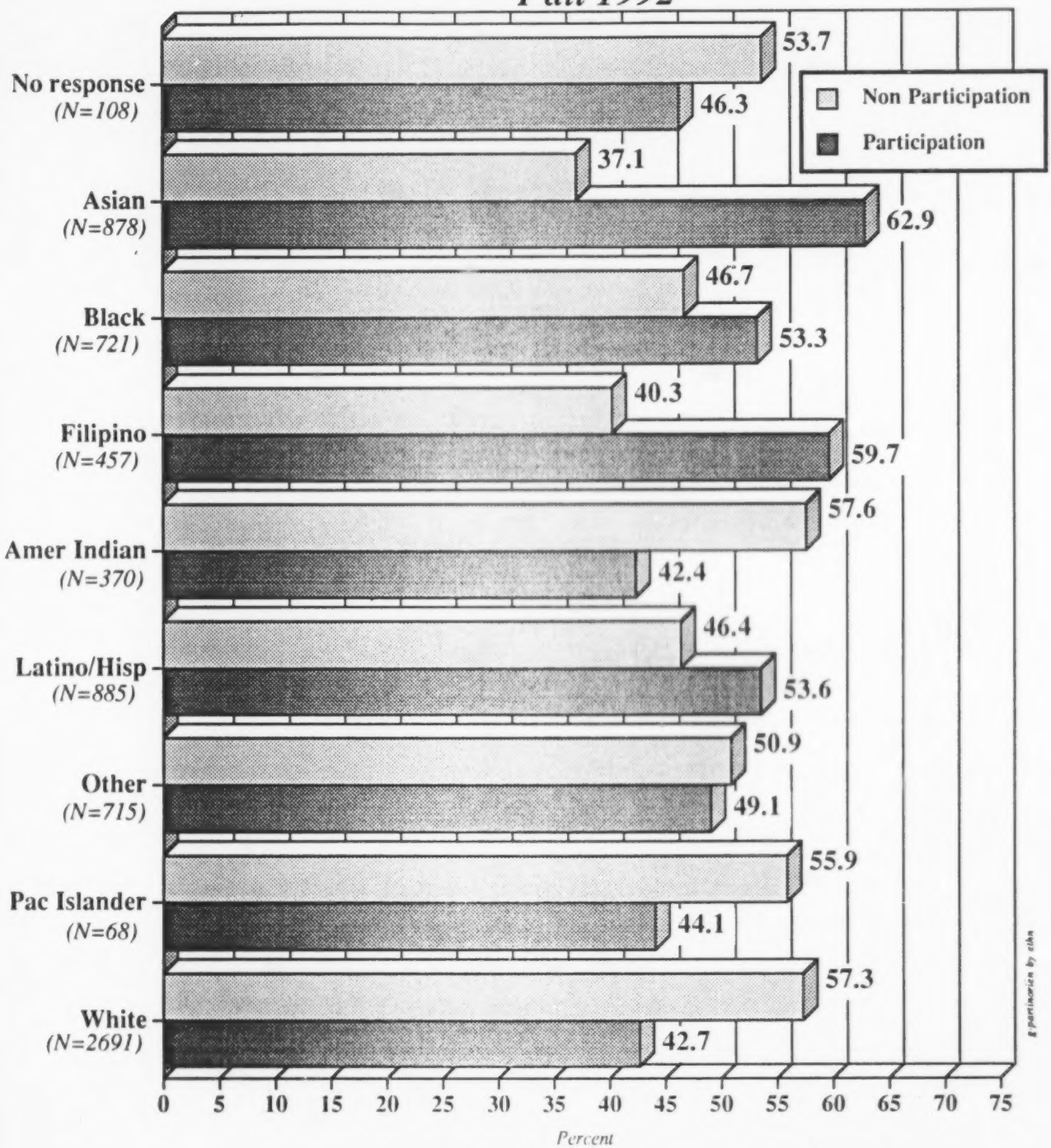
Appendix A

Student Equity in Matriculation Services Satisfaction

Along with the summary analyses provided in the body of this report, additional analyses were conducted to analyze student equity as measured by responses to questions by gender and ethnic groupings. Responses to the Matriculation Services Satisfaction Survey were broken out by race, ethnicity, and sex of respondent to determine if any practical difference could be discerned between student groupings. This would be helpful in not only evaluating matriculation services, but also might enable staff and college faculty to more closely identify groups of students that indicated lower level of satisfaction with certain matriculation services. This information was also provided to determine if certain groups were using matriculation services at a higher or lower rate compared to other groups. For example, this survey found that Asians tended to attend orientation session at higher rates than any other groups. With data broken out by these various groupings, the faculty and matriculation staff can perhaps focus attention of particular groups of students that show lower satisfaction, or are not using a service as extensively as other groupings.

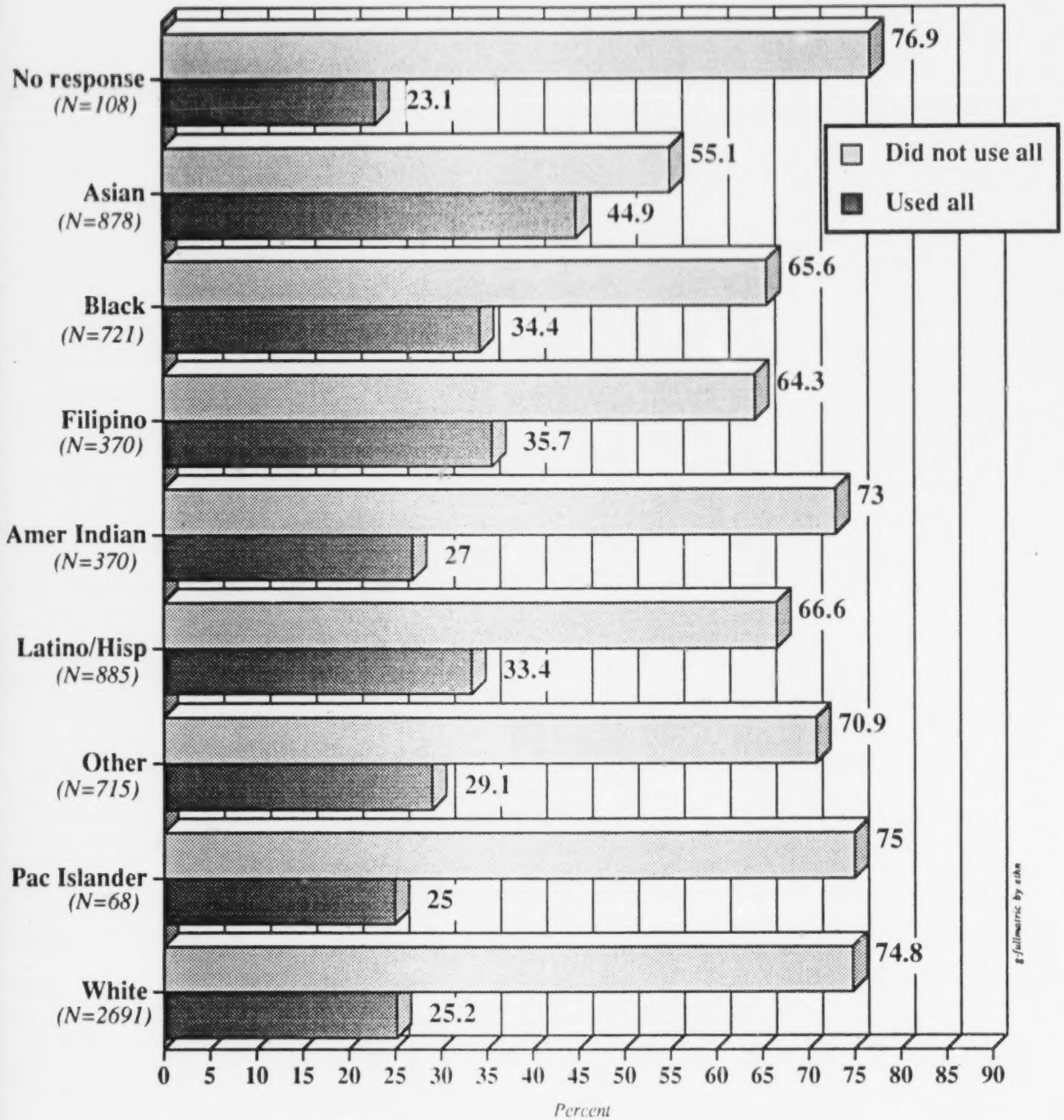
The graphs that follow summarize responses to the matriculation survey districtwide by student groupings. Only districtwide data are presented because breaking these data by campus and also by group lowered sample sizes dramatically. This would have limited the reliability of the finding for certain groups.

San Diego Community College District
Matriculation Services Survey
Fall 1992

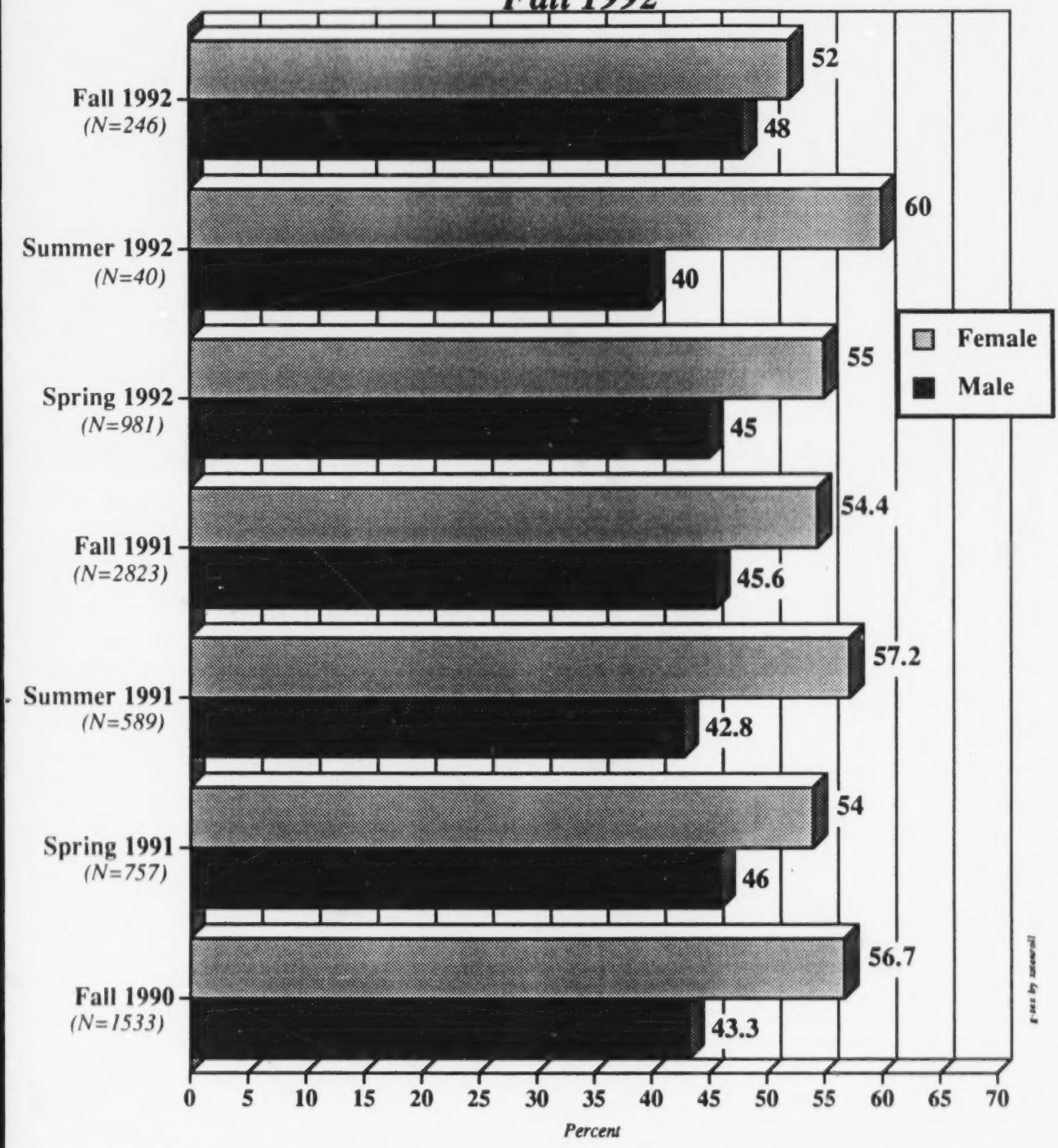


Percentage of students who participated in orientation by Ethnicity

San Diego Community College District
Matriculation Services Survey
Fall 1992

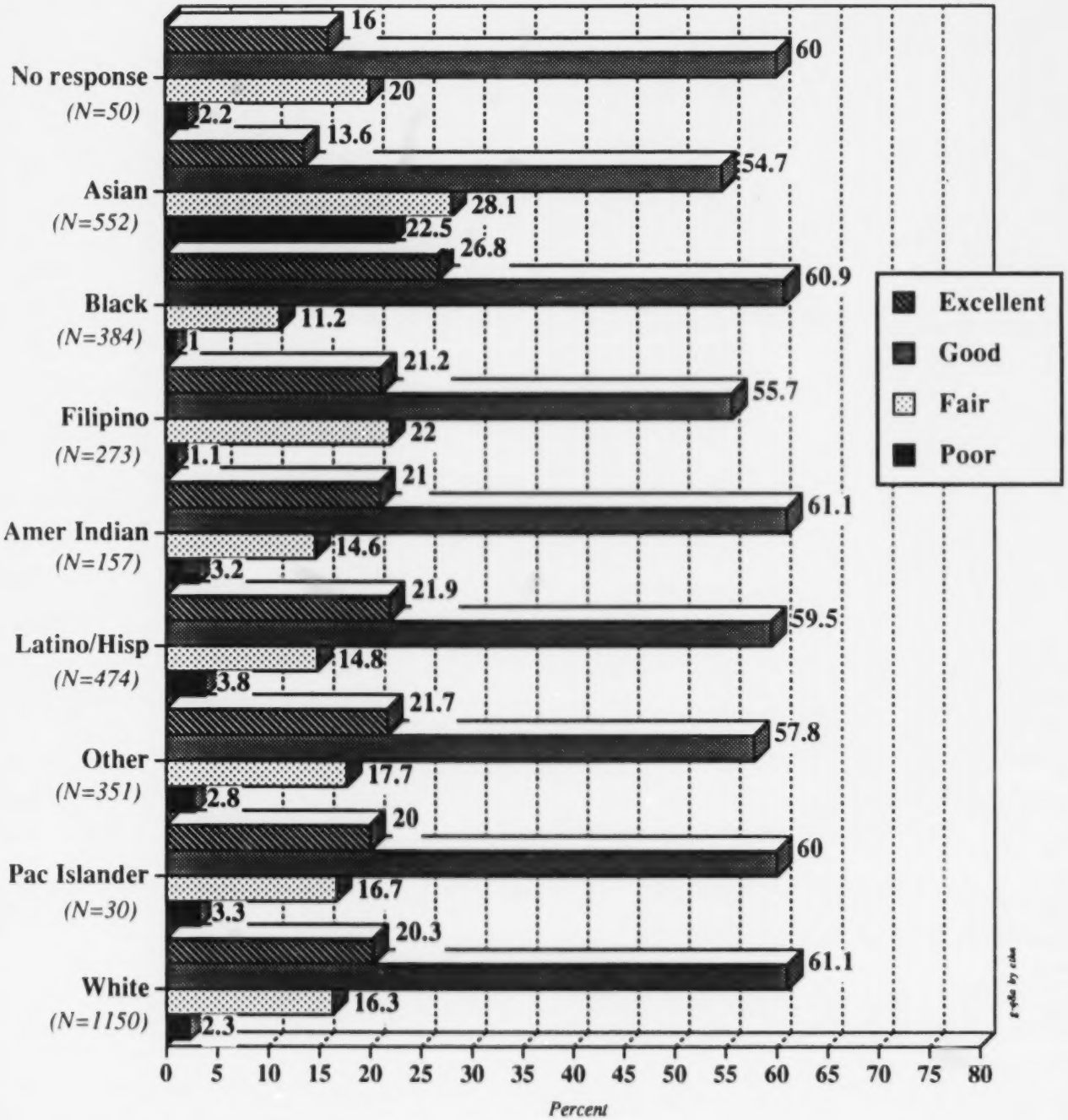


Percentage of students who have used matriculation services by Ethnicity



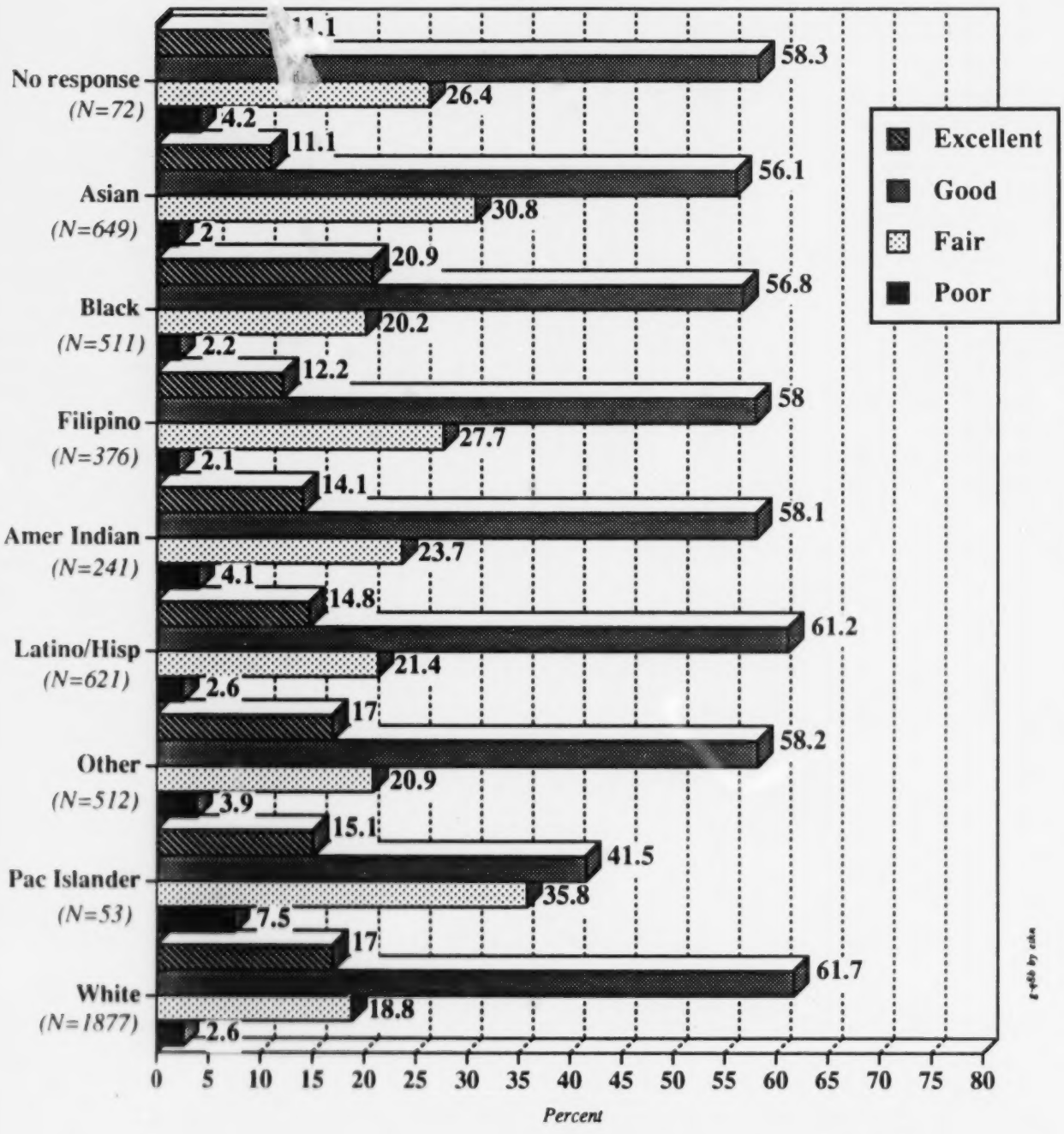
Q4: When did you first enroll at this college?
by
Ethnicity

San Diego Community College District
Matriculation Services Survey
Fall 1992



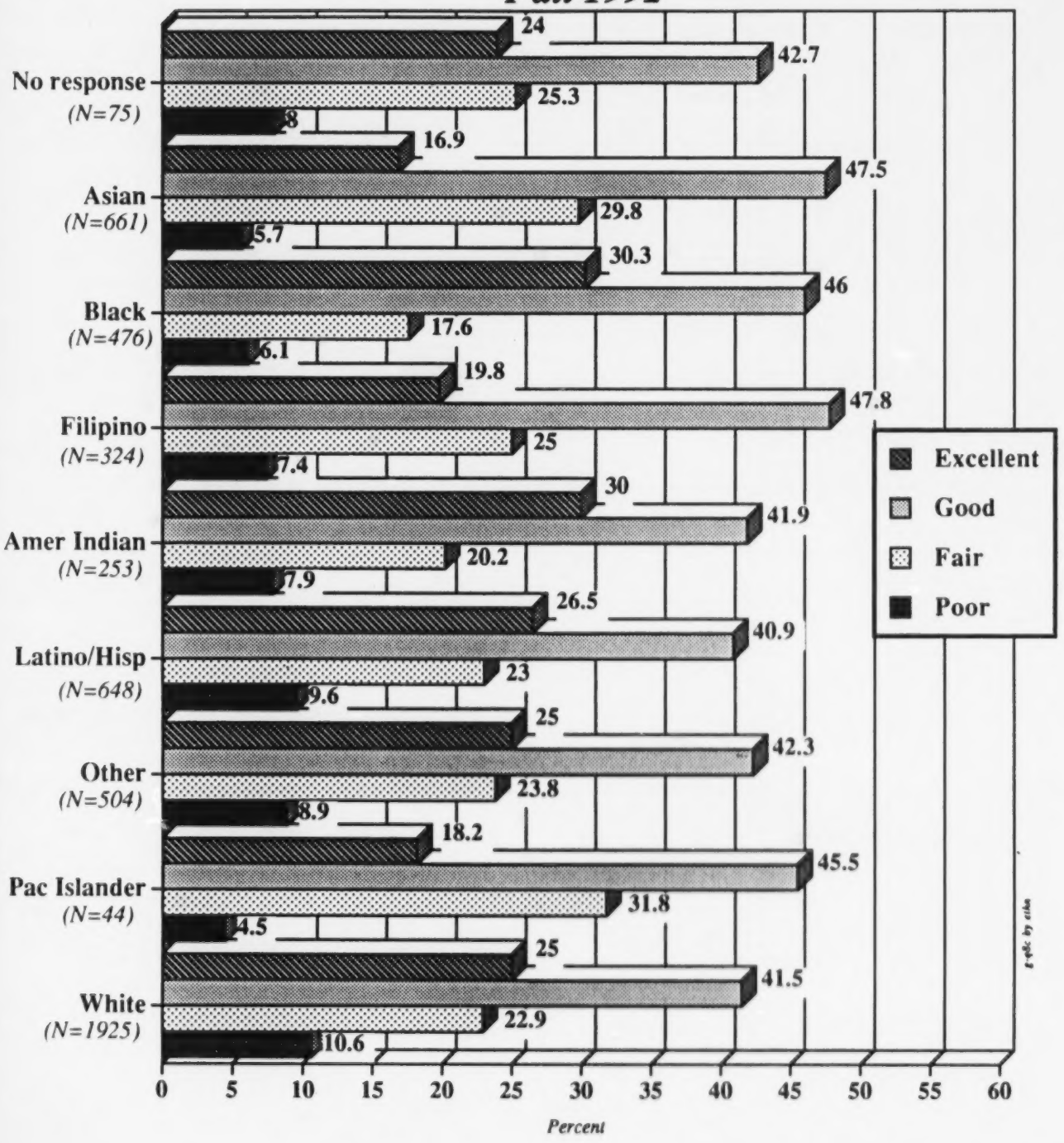
Q8a: Please evaluate your orientation session by ethnicity

San Diego Community College District
Matriculation Services Survey
Fall 1992



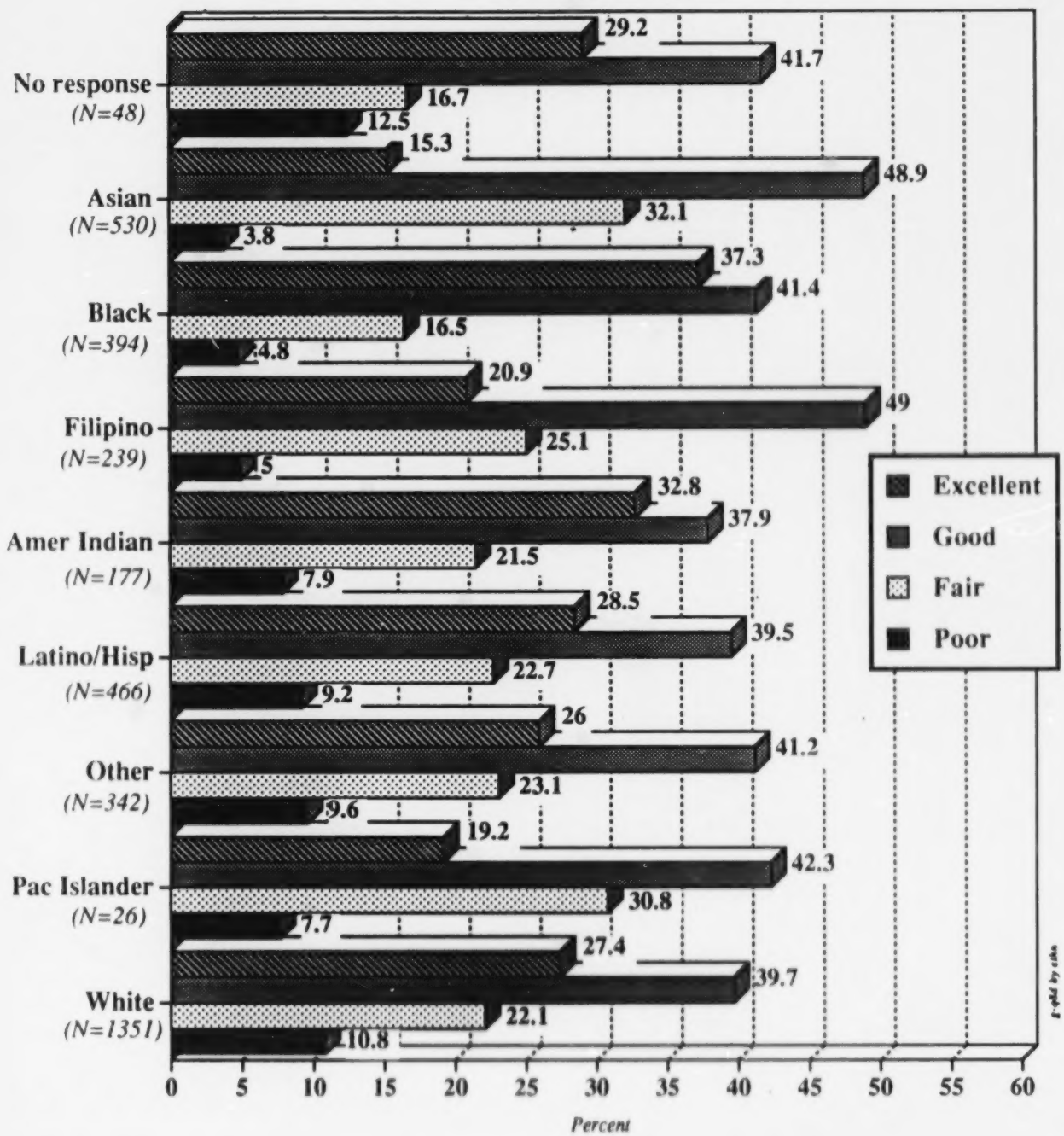
Q8b: Please evaluate your Reading/Math Assessment by Ethnicity

San Diego Communtiy College District
Maticulation Services Survey
Fall 1992



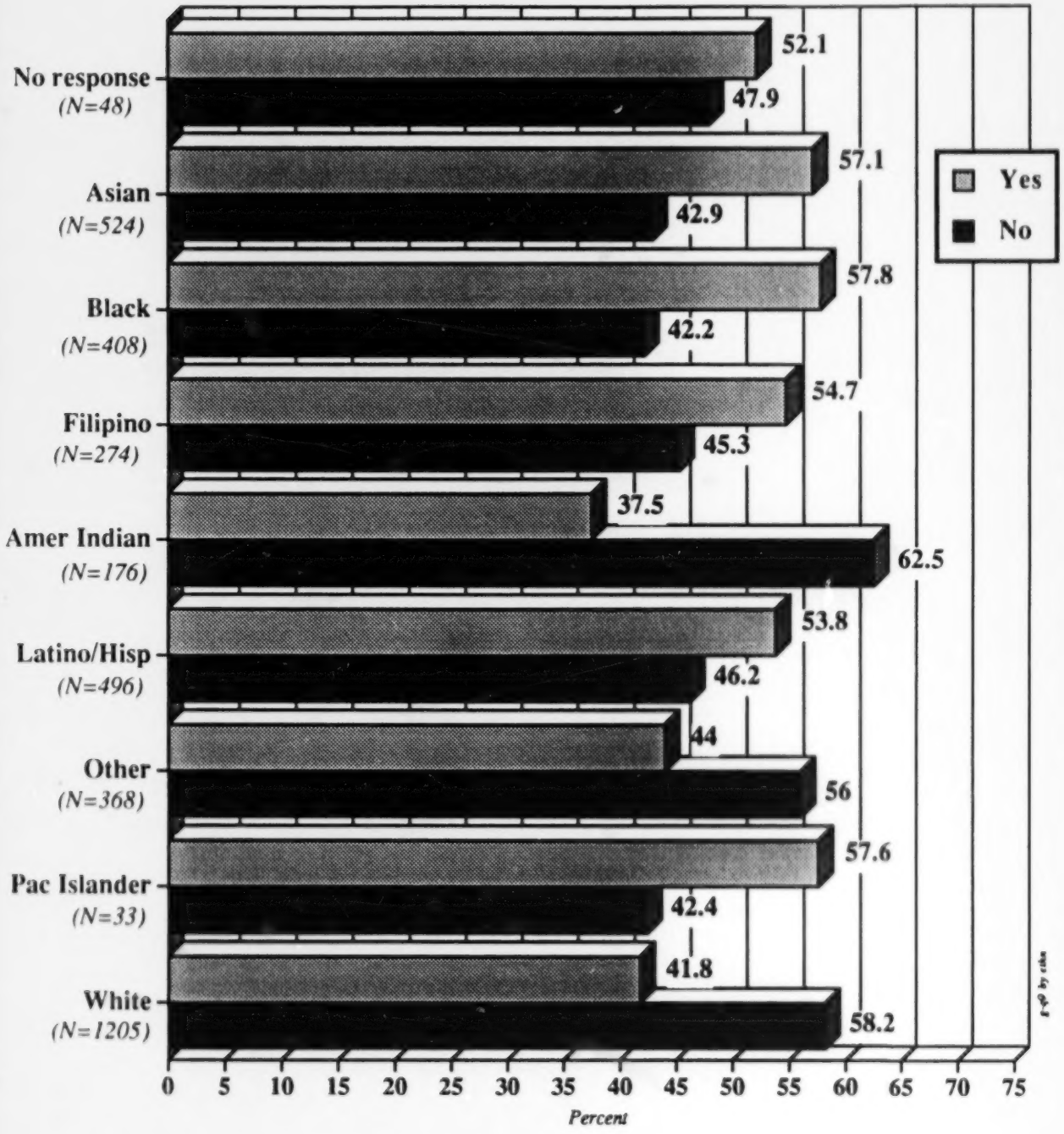
Q8c: Please evaluate your Advisement/Counseling by Ethnicity

San Diego Community College District
Matriculation Services Survey
Fall 1992



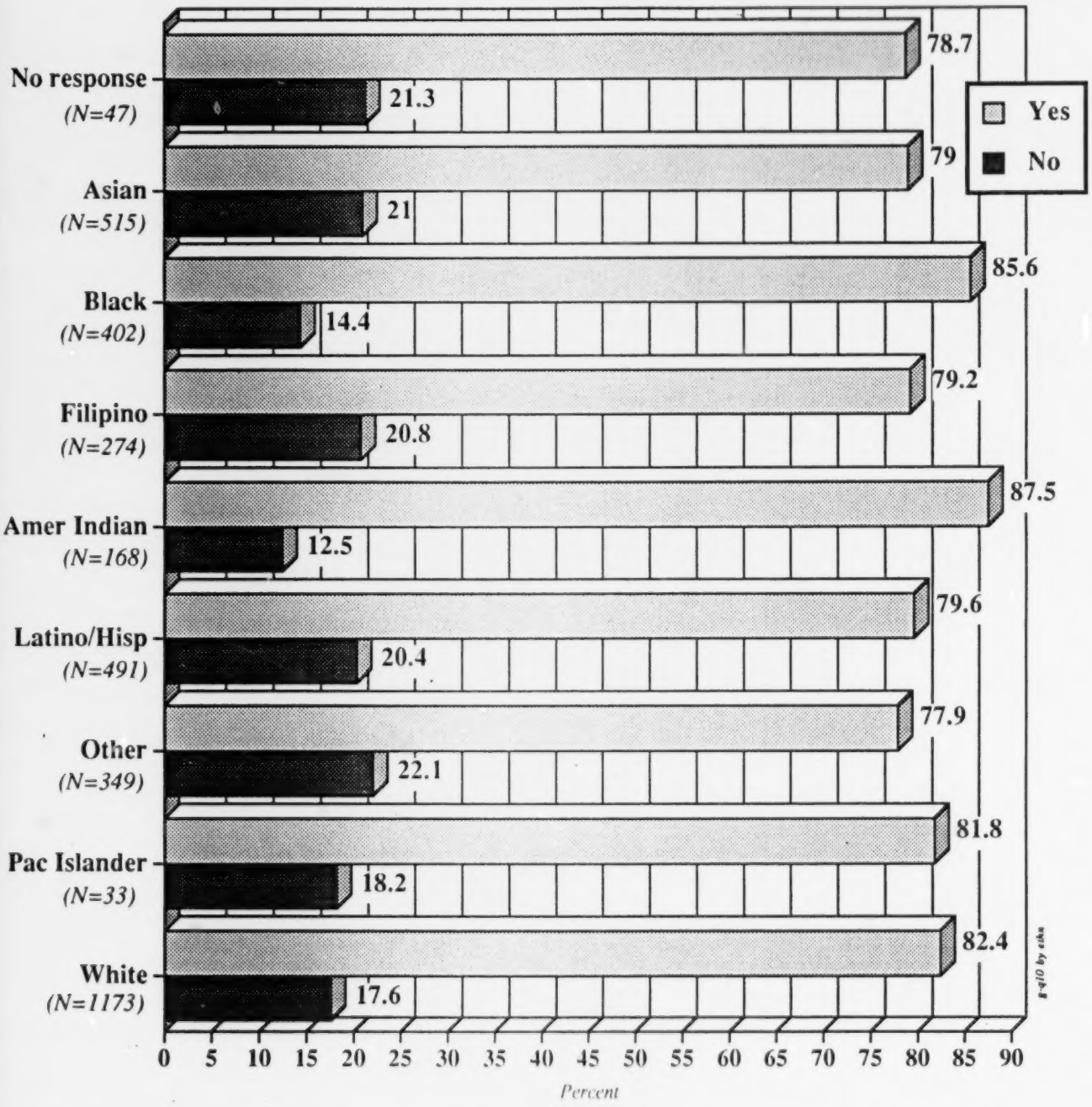
Q8d: Please evaluate your Educational Plan development by Ethnicity

San Diego Community College District
Matriculation Services Survey
Fall 1992

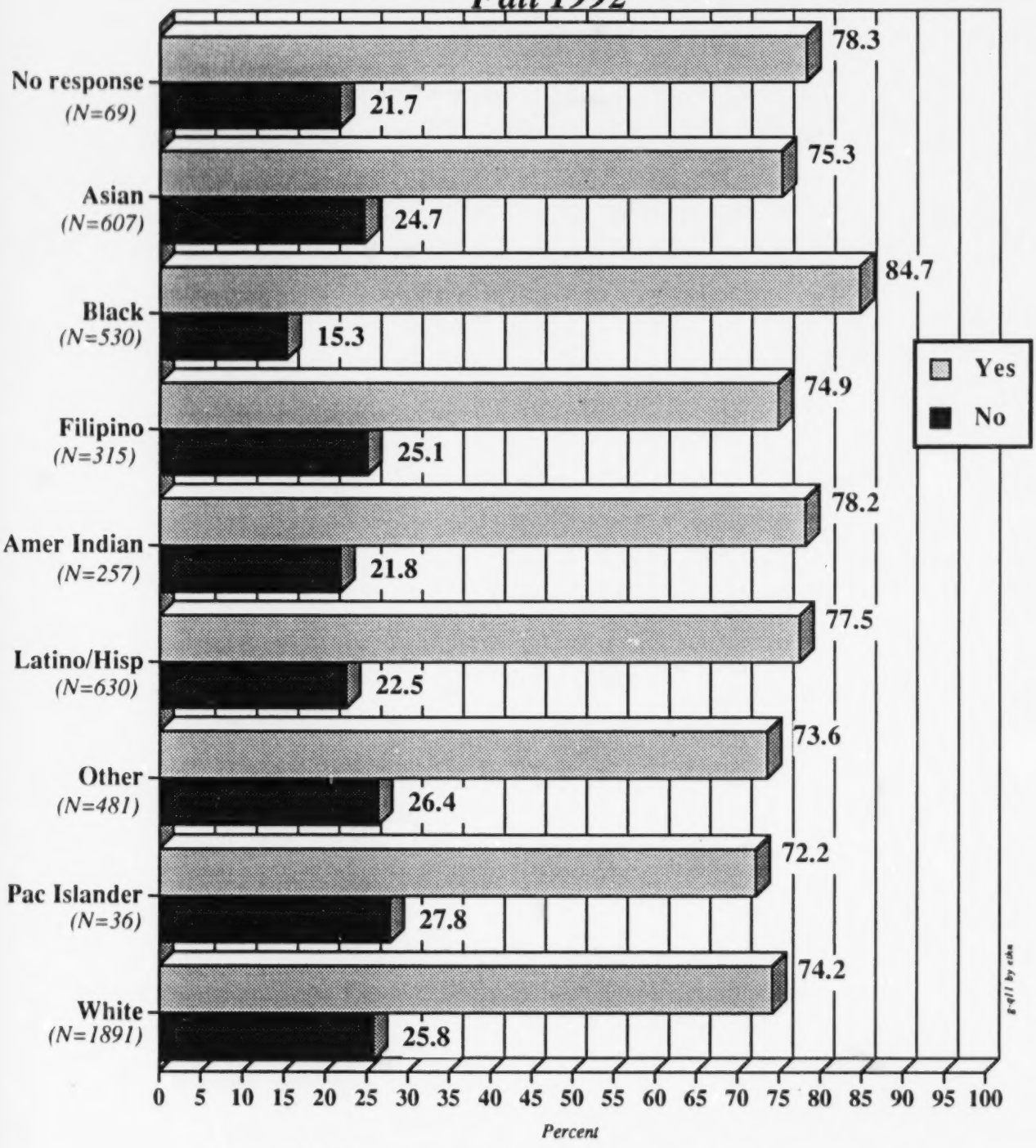


Q9: Did attending the orientation session influence you to visit or use other campus services?
by
Ethnicity

San Diego Community College District
Matriculation Services Survey
Fall 1992

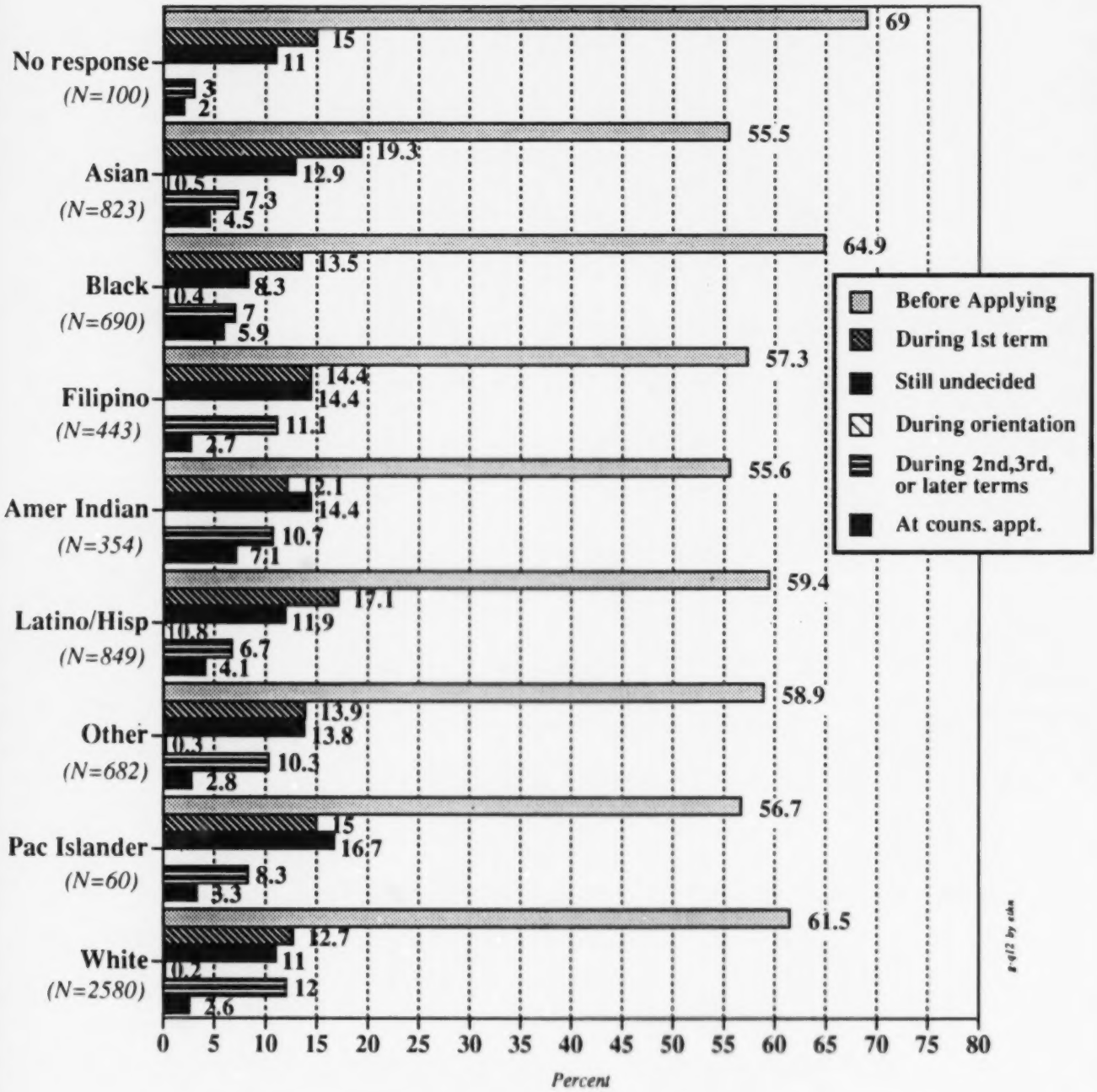


Q10: Were you informed about your rights and responsibilities as a student during your orientation?
by
Ethnicity

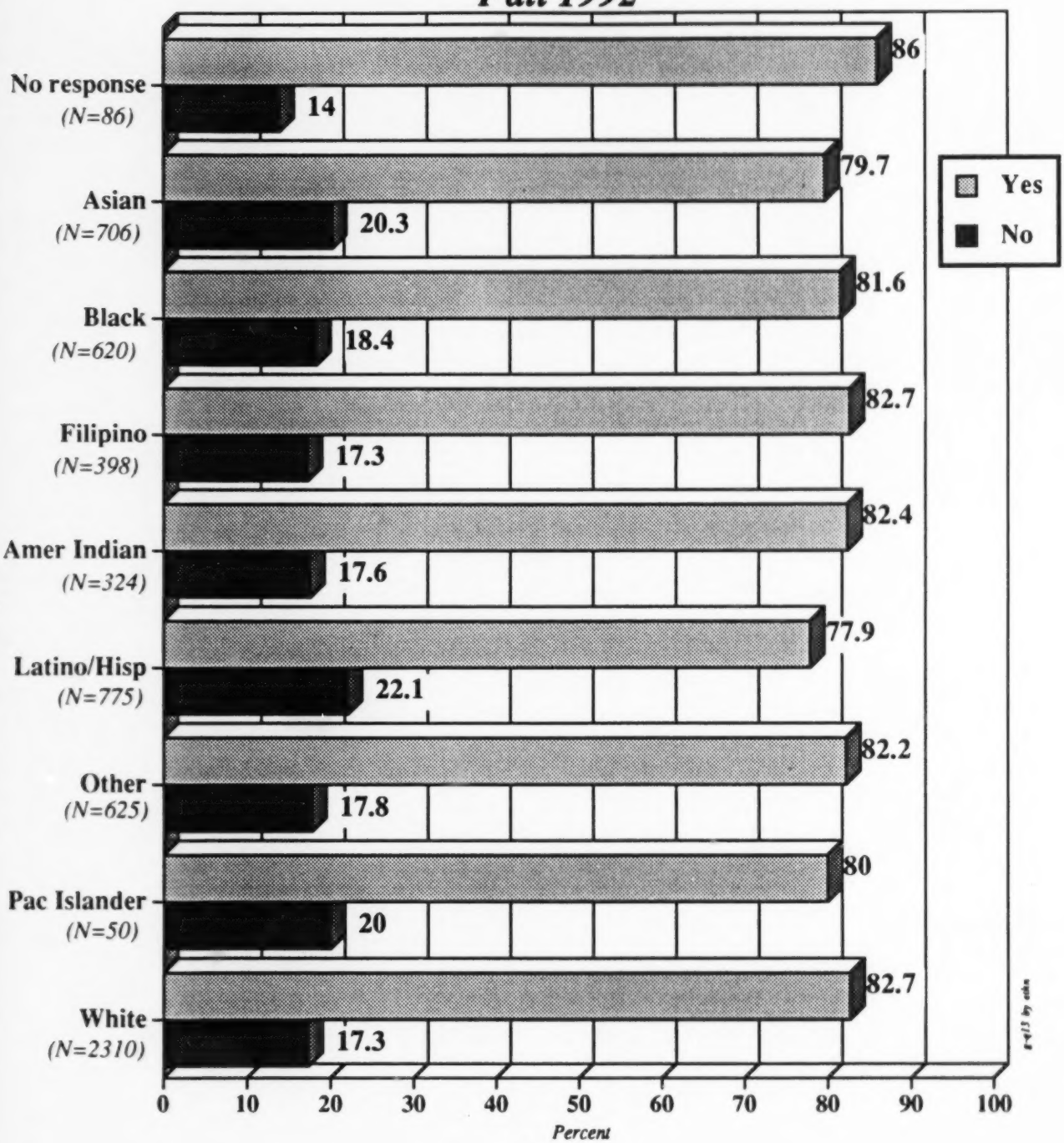


Q11: Have the services you have received help to clarify your educational goals and how to achieve them?
by
Ethnicity

San Diego Community College District
Matriculation Services Survey
Fall 1992

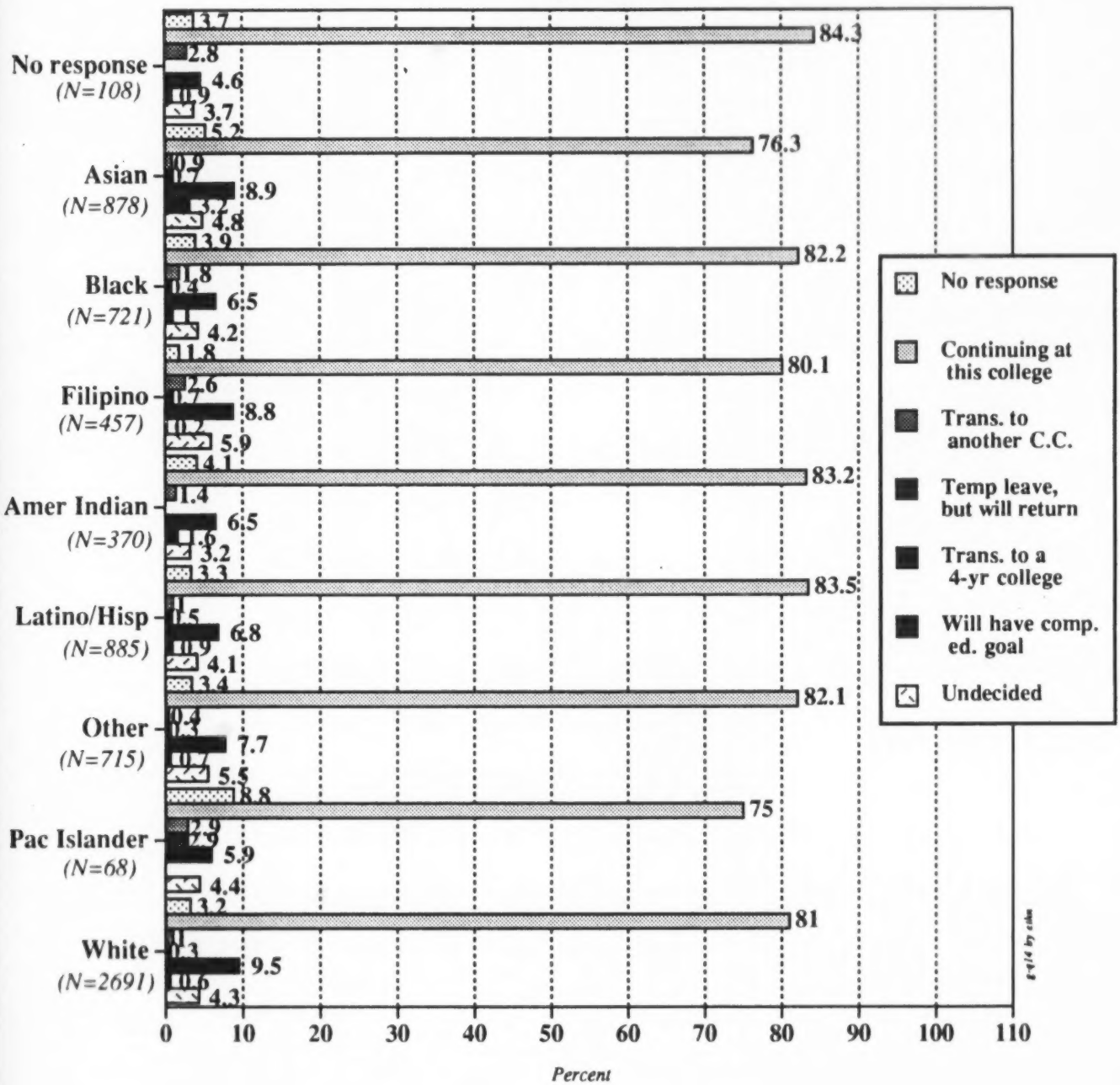


Q12: When did you first decide upon a specific educational goal to pursue at this college?
by
Ethnicity



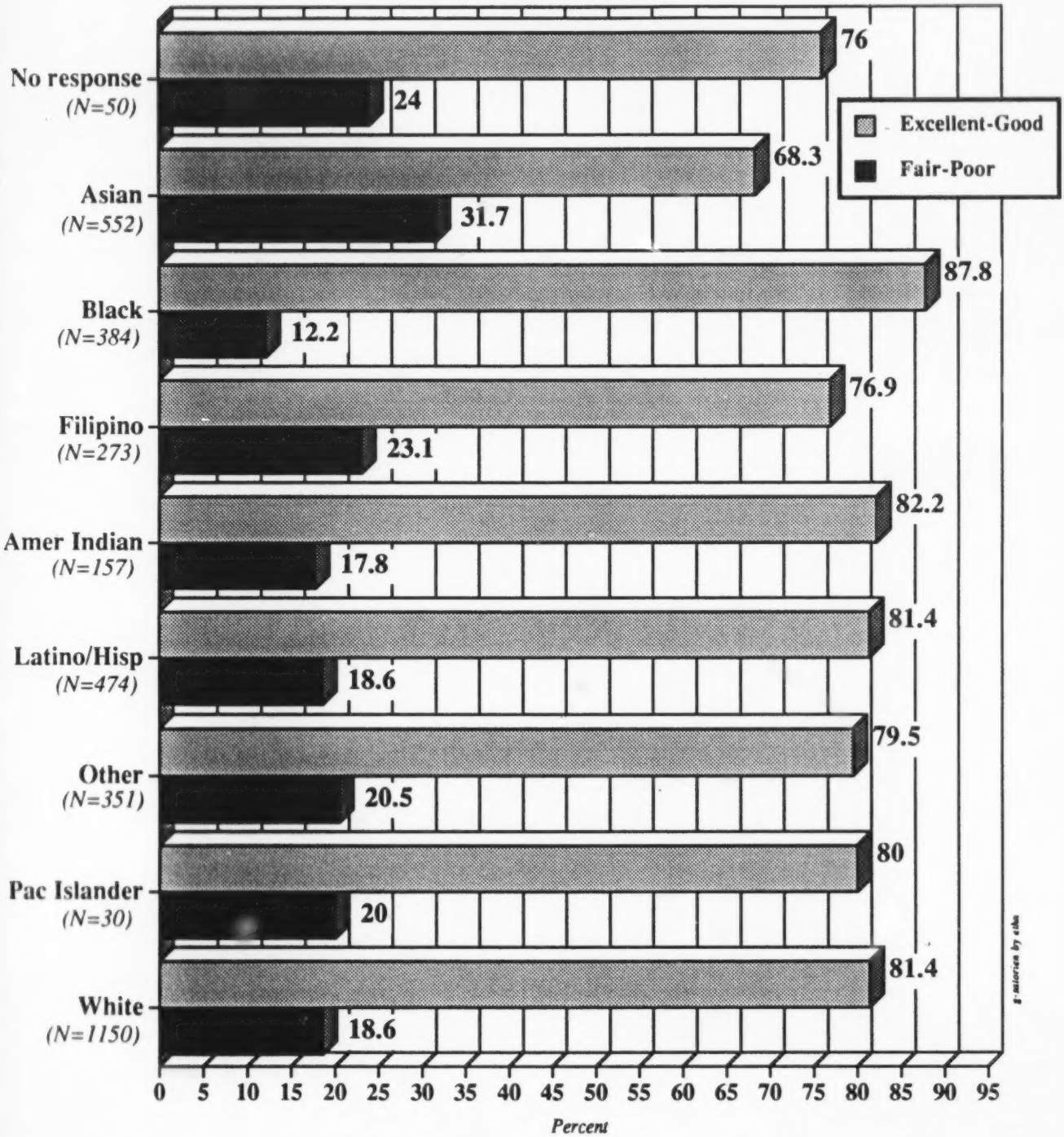
Q13: Have you been provided with information to help you understand course and basic skills prerequisites by Ethnicity

San Diego Community College District
Matriculation Services Survey
Fall 1992

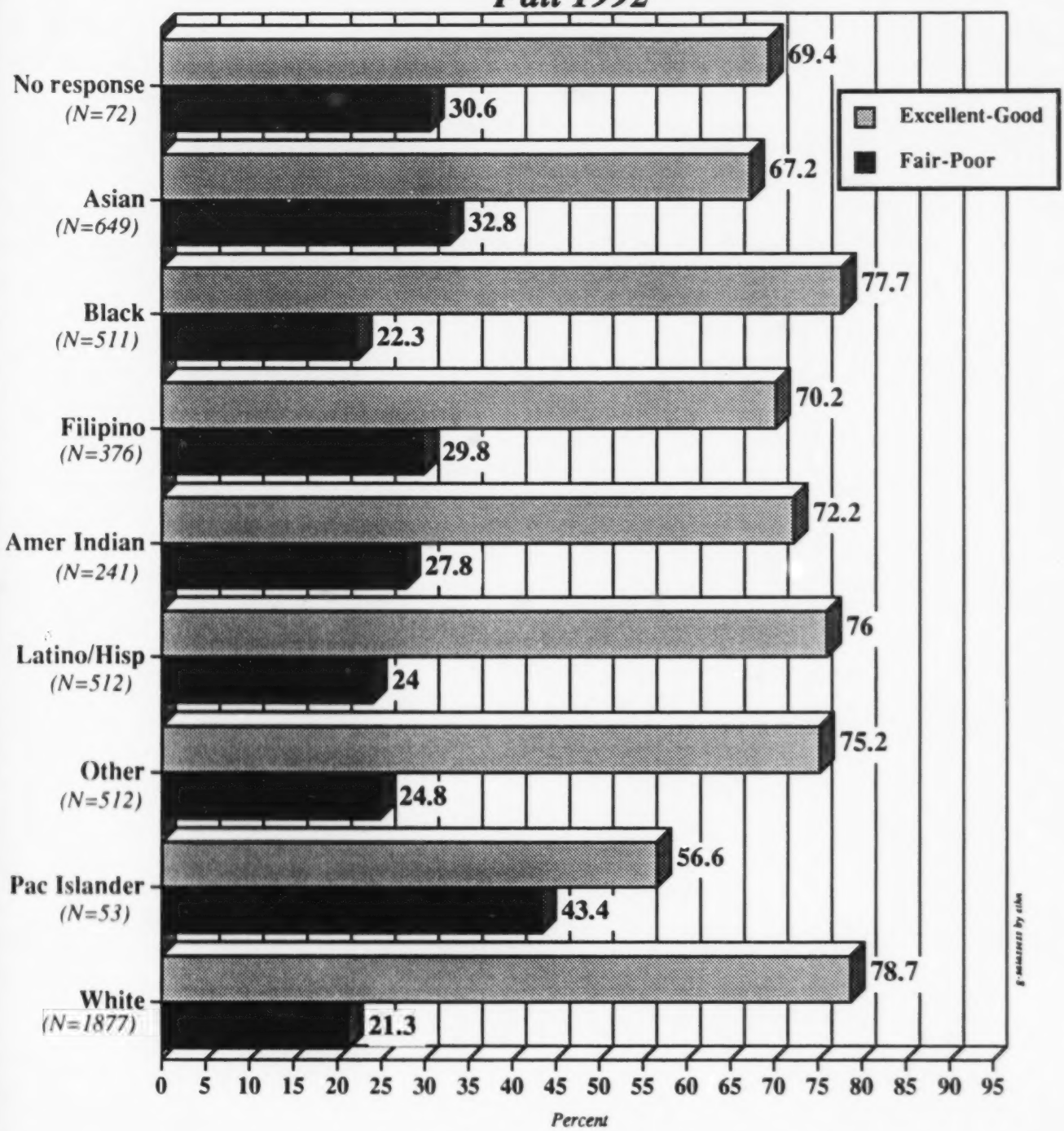


Q14: What will your student status be next term?
by
Ethnicity

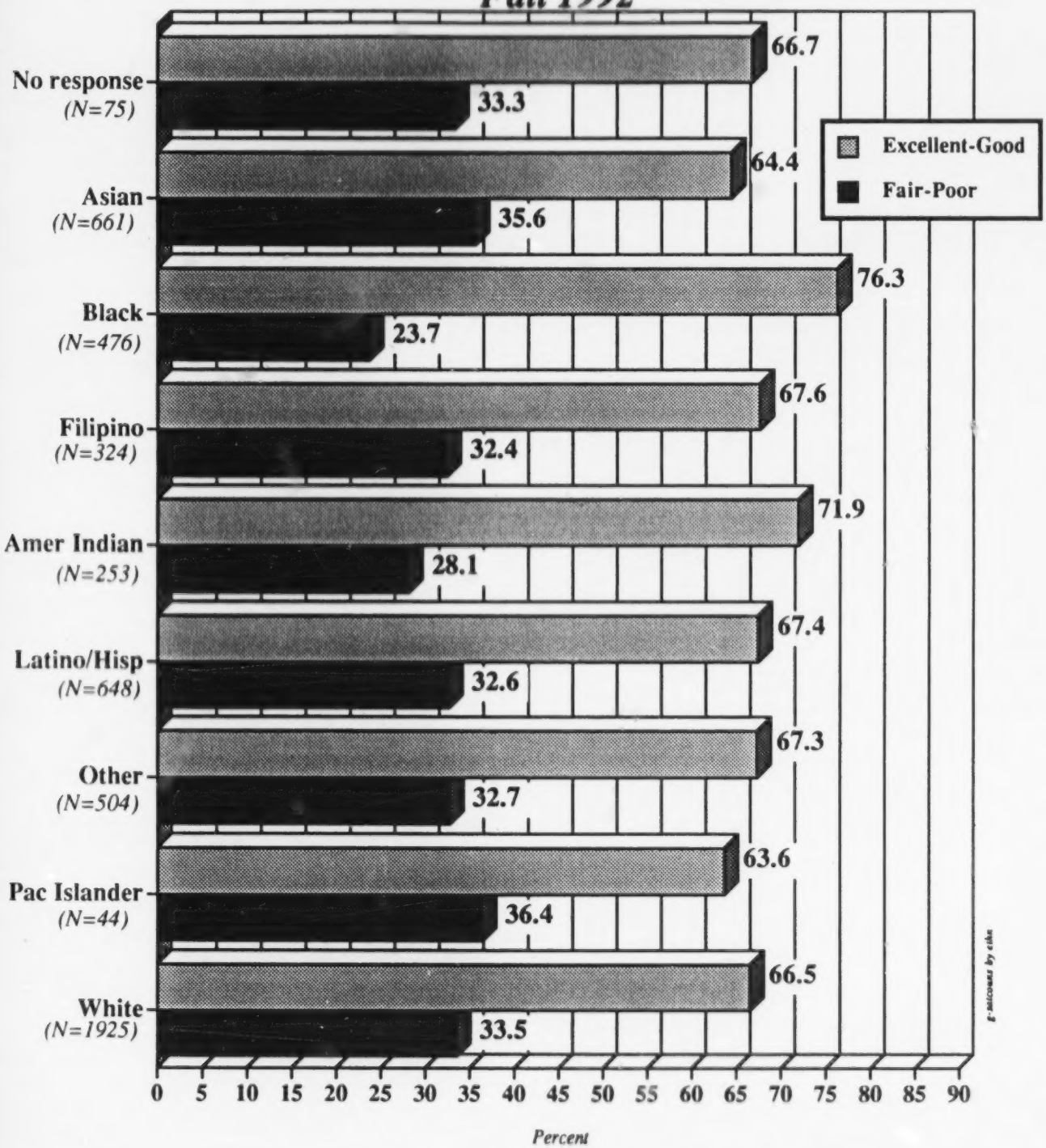
San Diego Community College District
Matriculation Services Survey
Fall 1992



Q8a: Satisfaction ratio for orientation by Ethnicity

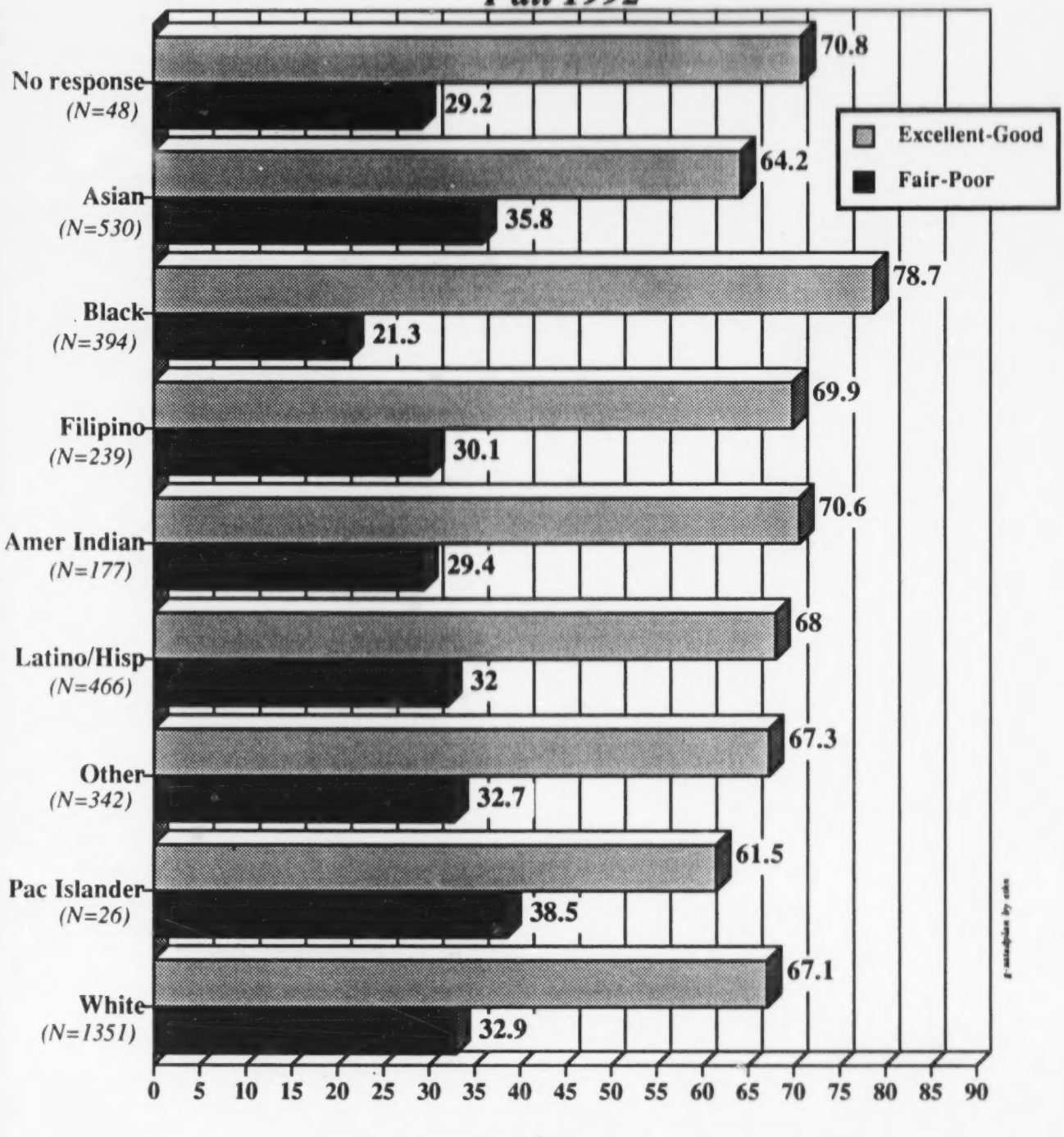


Q8b: Satisfaction ration for assessment by Ethnicity



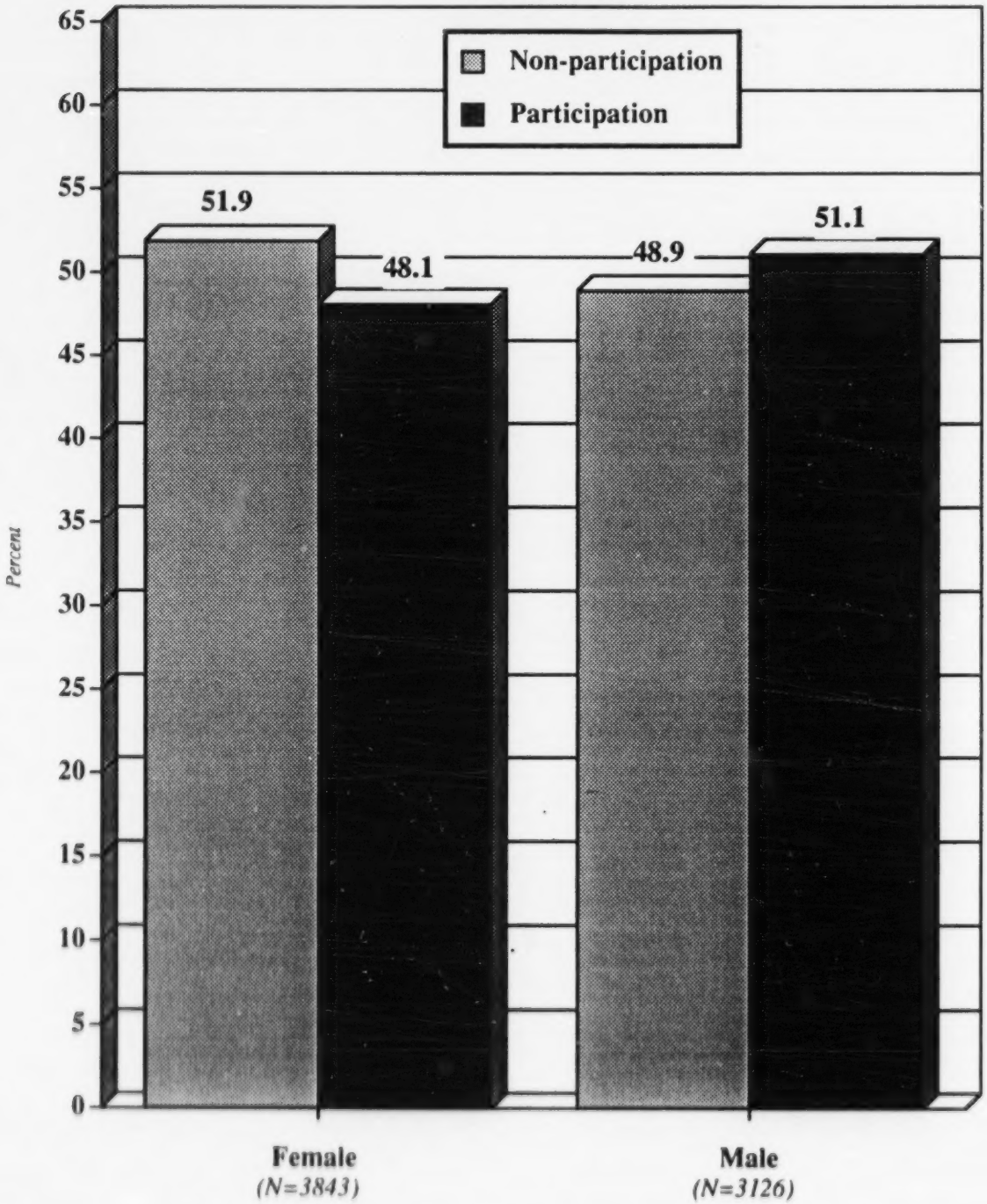
Q8c: Satisfaction ratio for Advisement/Counseling by Ethnicity

San Diego Community College District
Matriculation Services Survey
Fall 1992



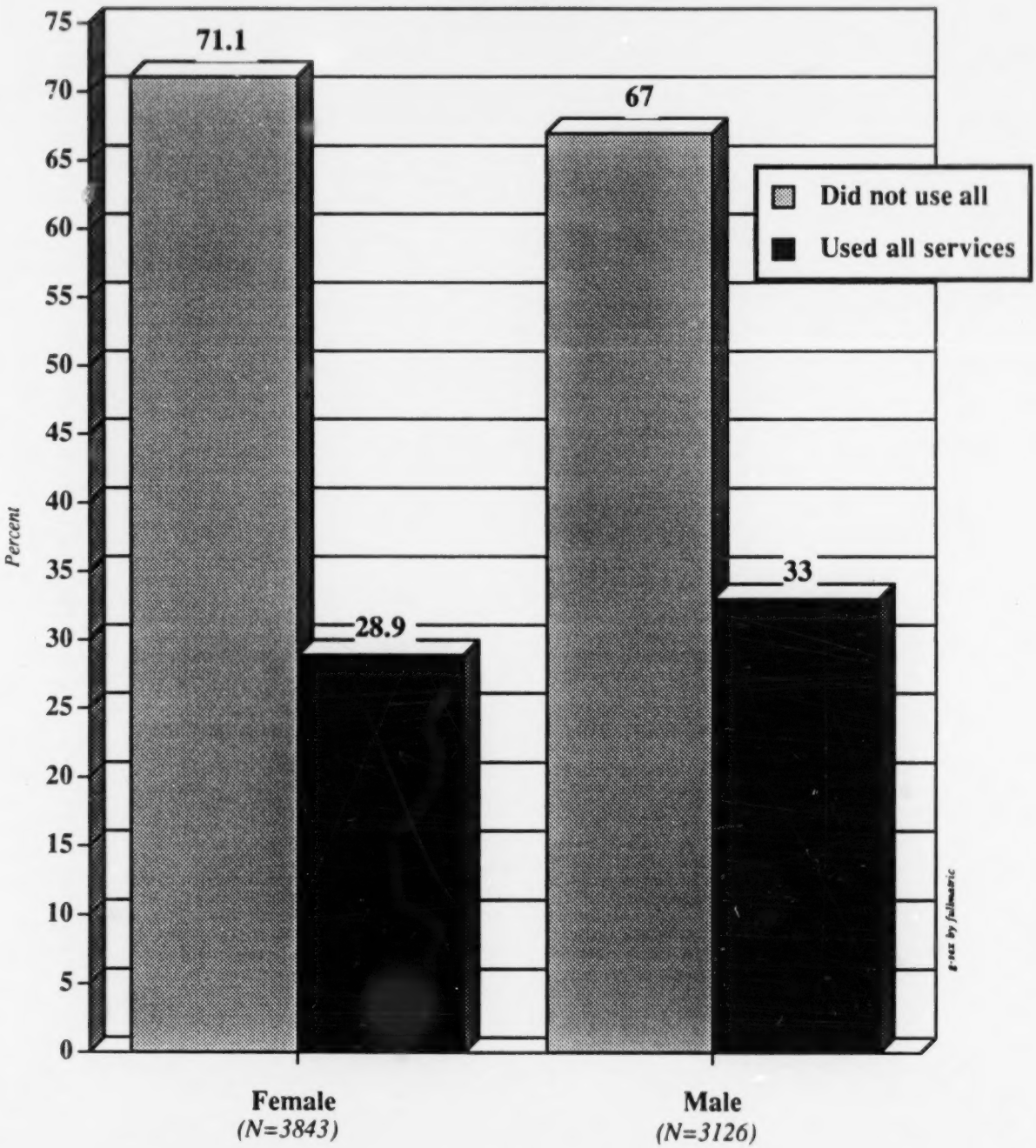
Q8d: Satisfaction ratio for Educational Plan development by Ethnicity

San Diego Community College District
Matriculation Services Survey
Fall 1992



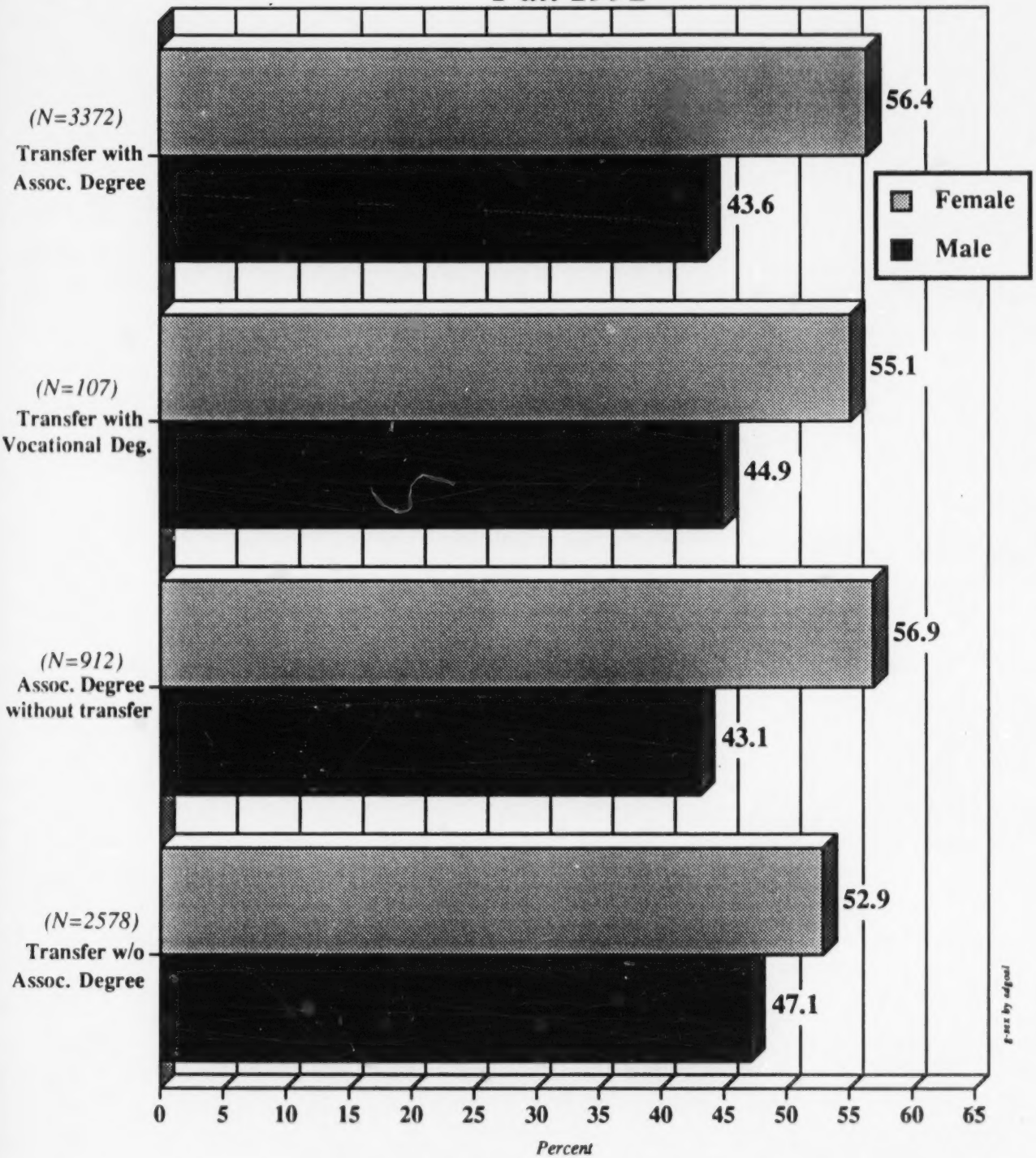
Percentage of students who participated in orientation by Gender

San Diego Community College District
Matriculation Services Survey
Fall 1992



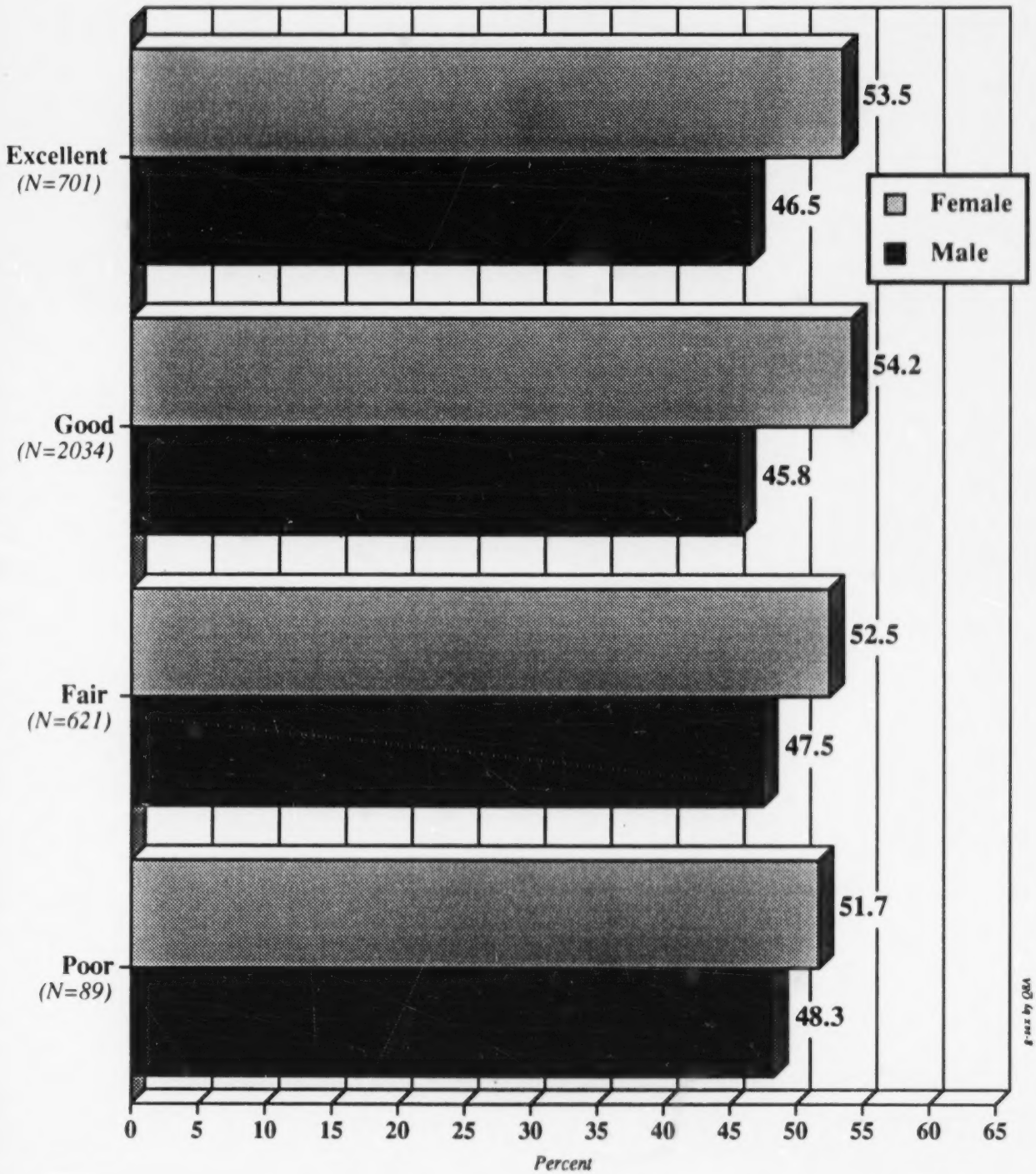
Percentage of students who have used matriculation services by Gender

San Diego Community College District
Matriculation Services Survey
Fall 1992



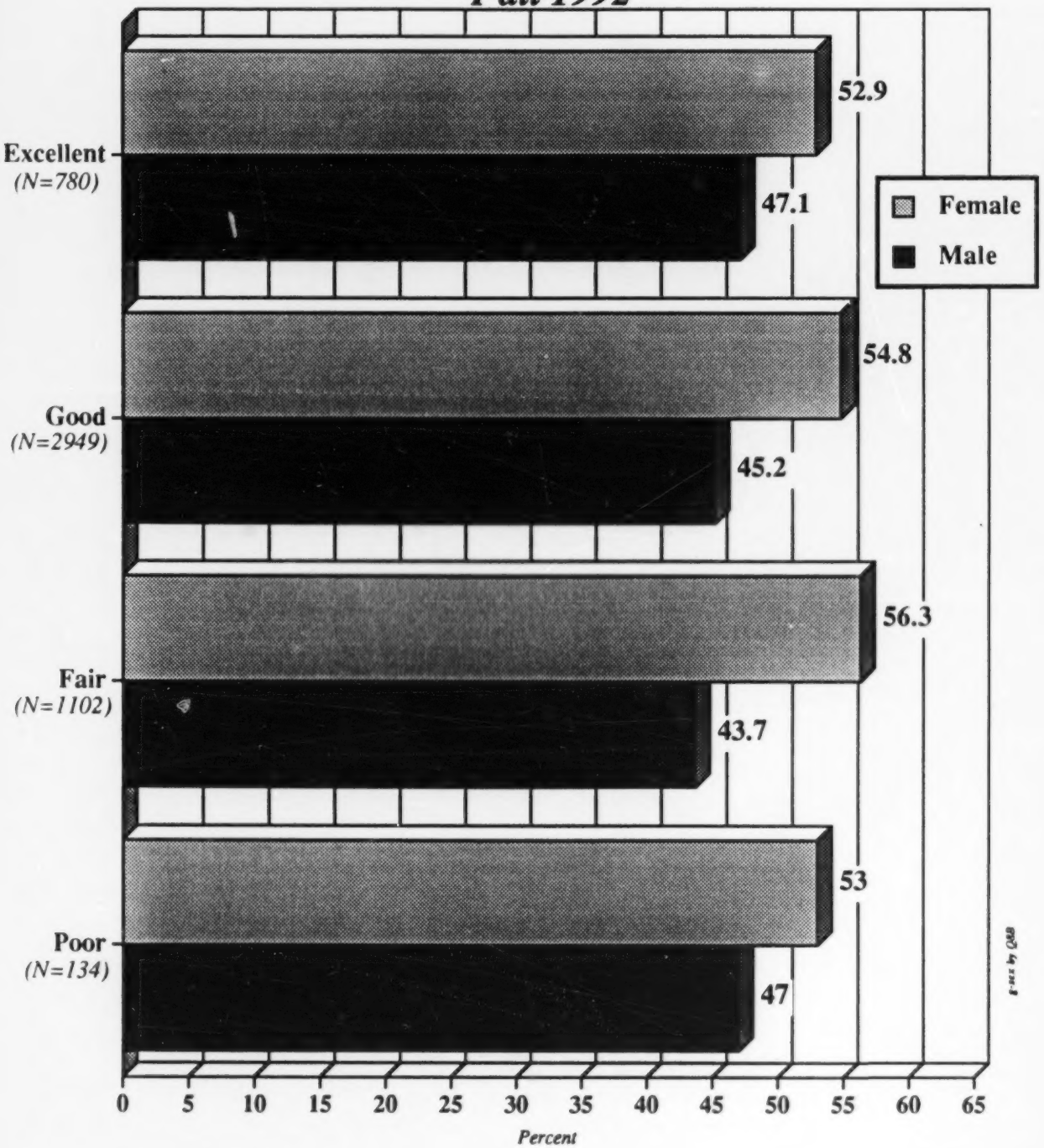
Q7: Please indicate your educational goal by Gender

San Diego Community College District
Matriculation Services Survey
Fall 1992

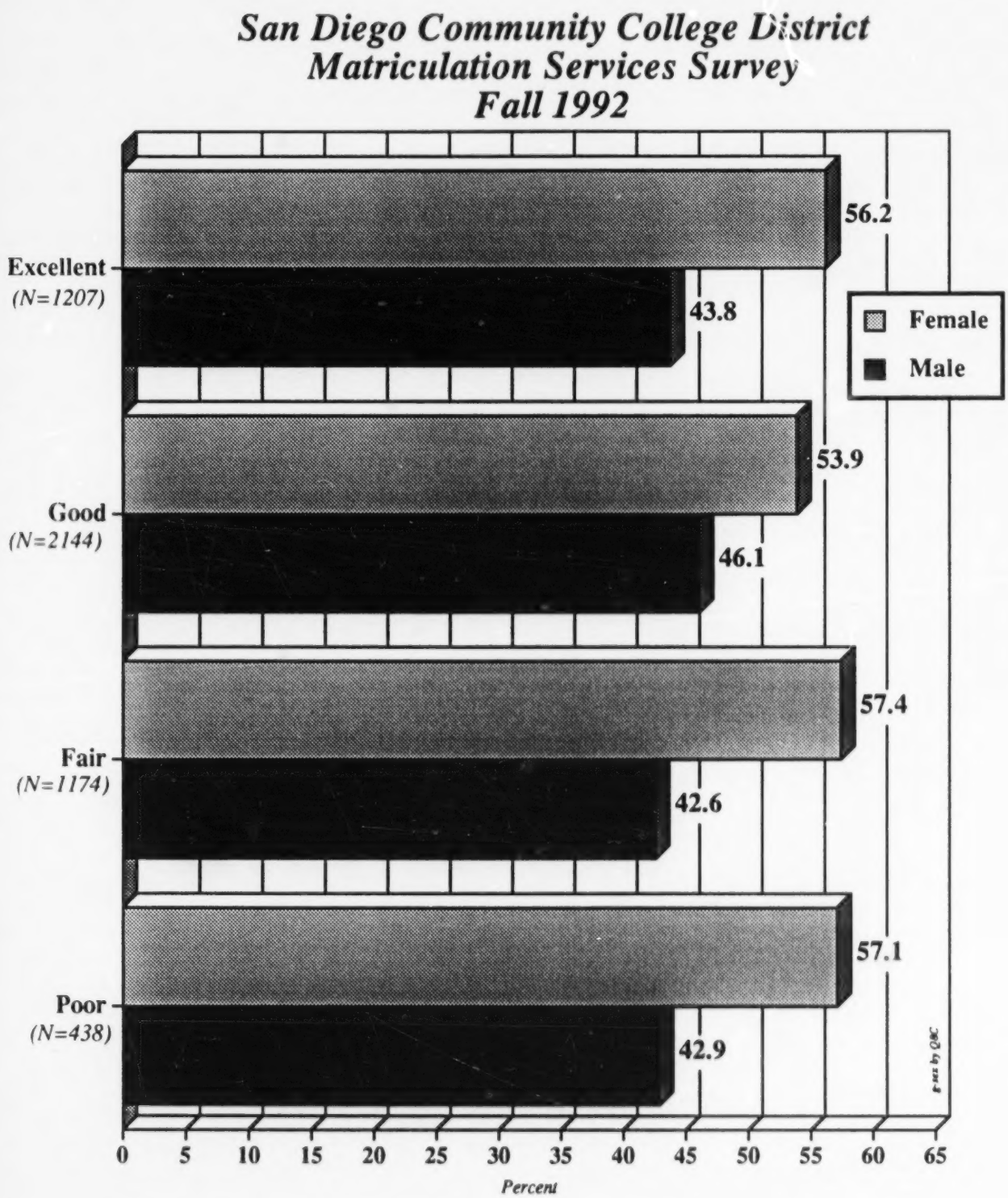


Q8a: Please evaluate your orientation session?
by
Gender

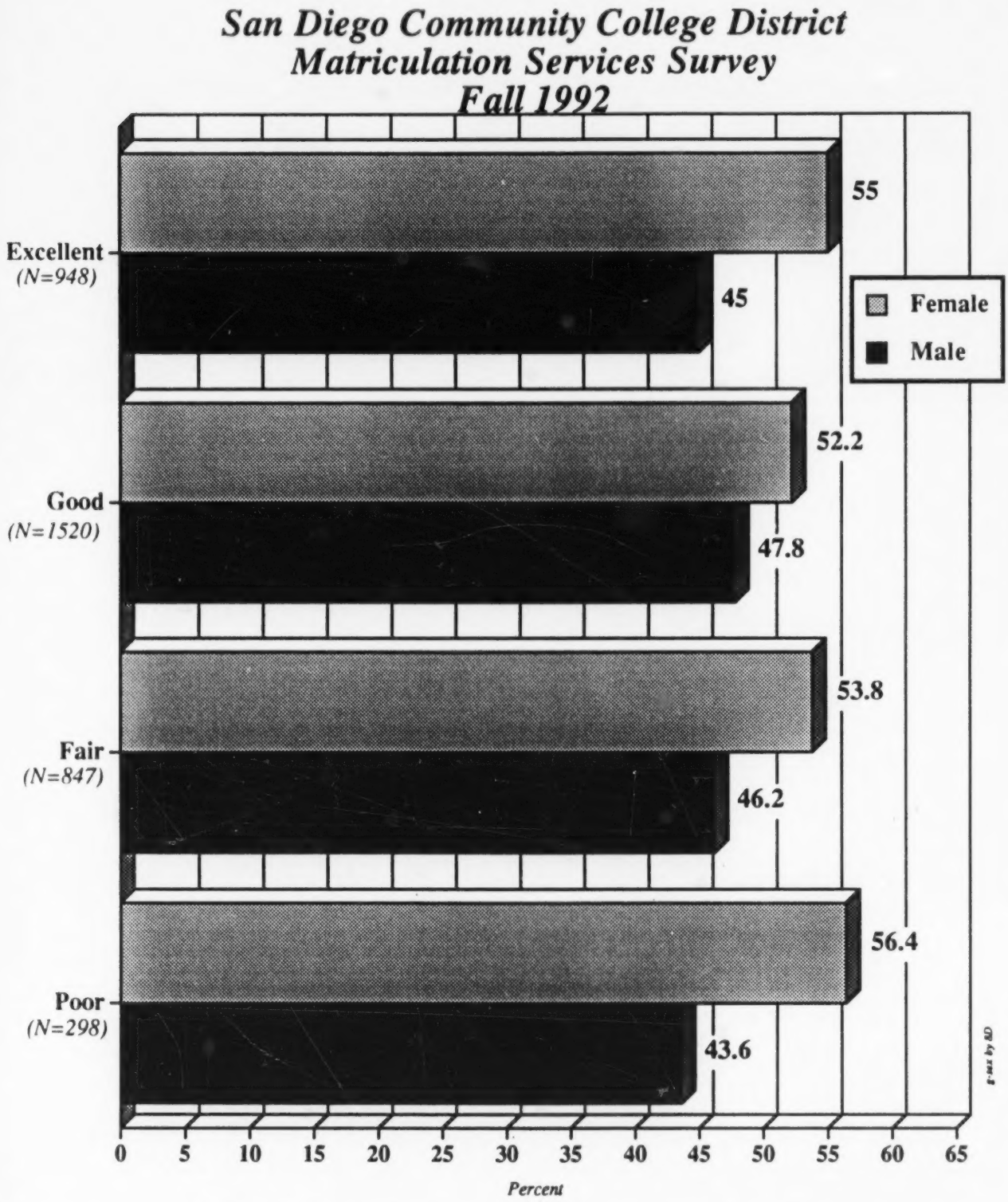
San Diego Community College District
Matriculation Services Survey
Fall 1992



Q8b: Please evaluate your Reading/Math assessment by Gender

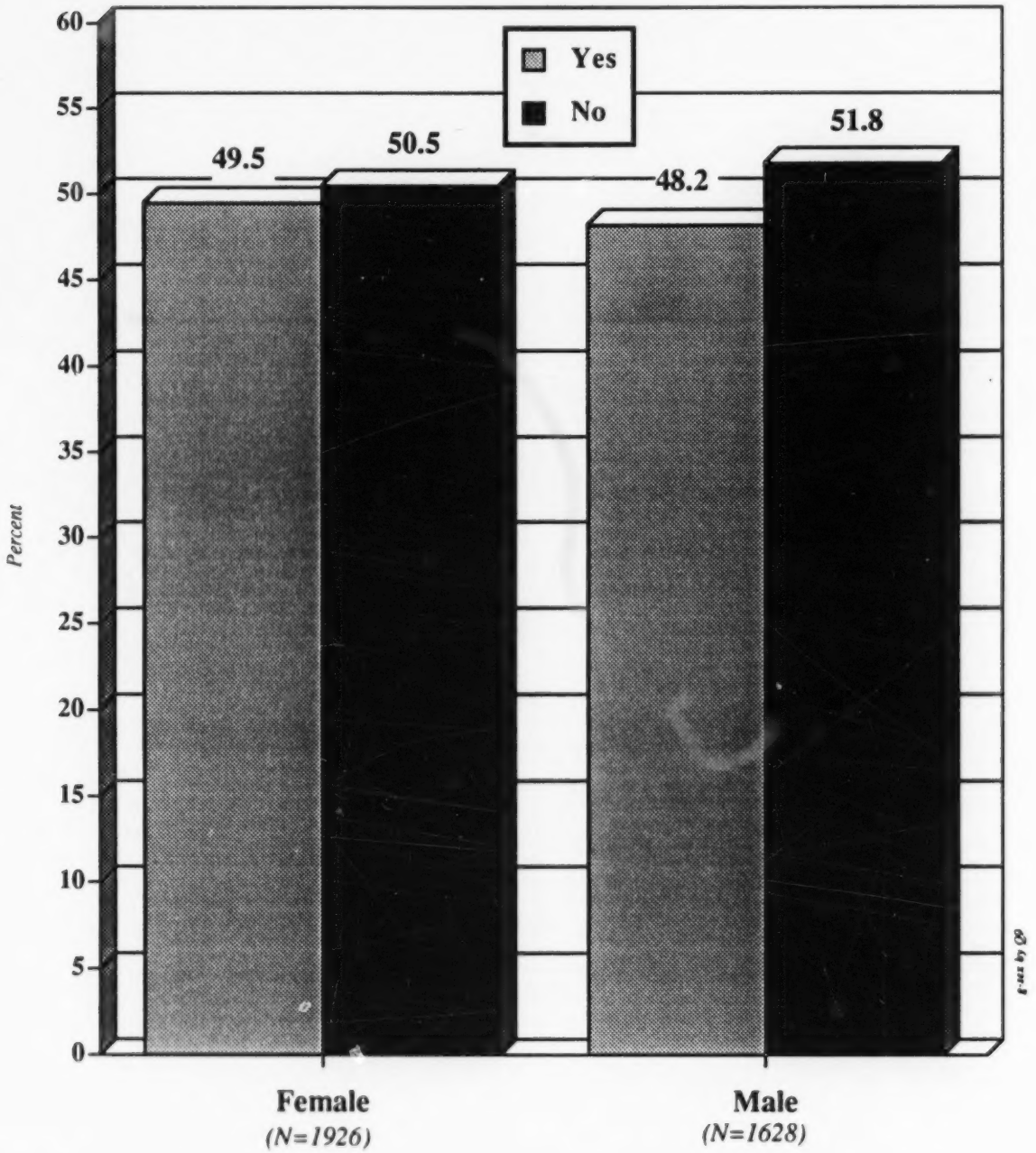


Q8C: Please evaluate your Advisment/Counseling by Gender



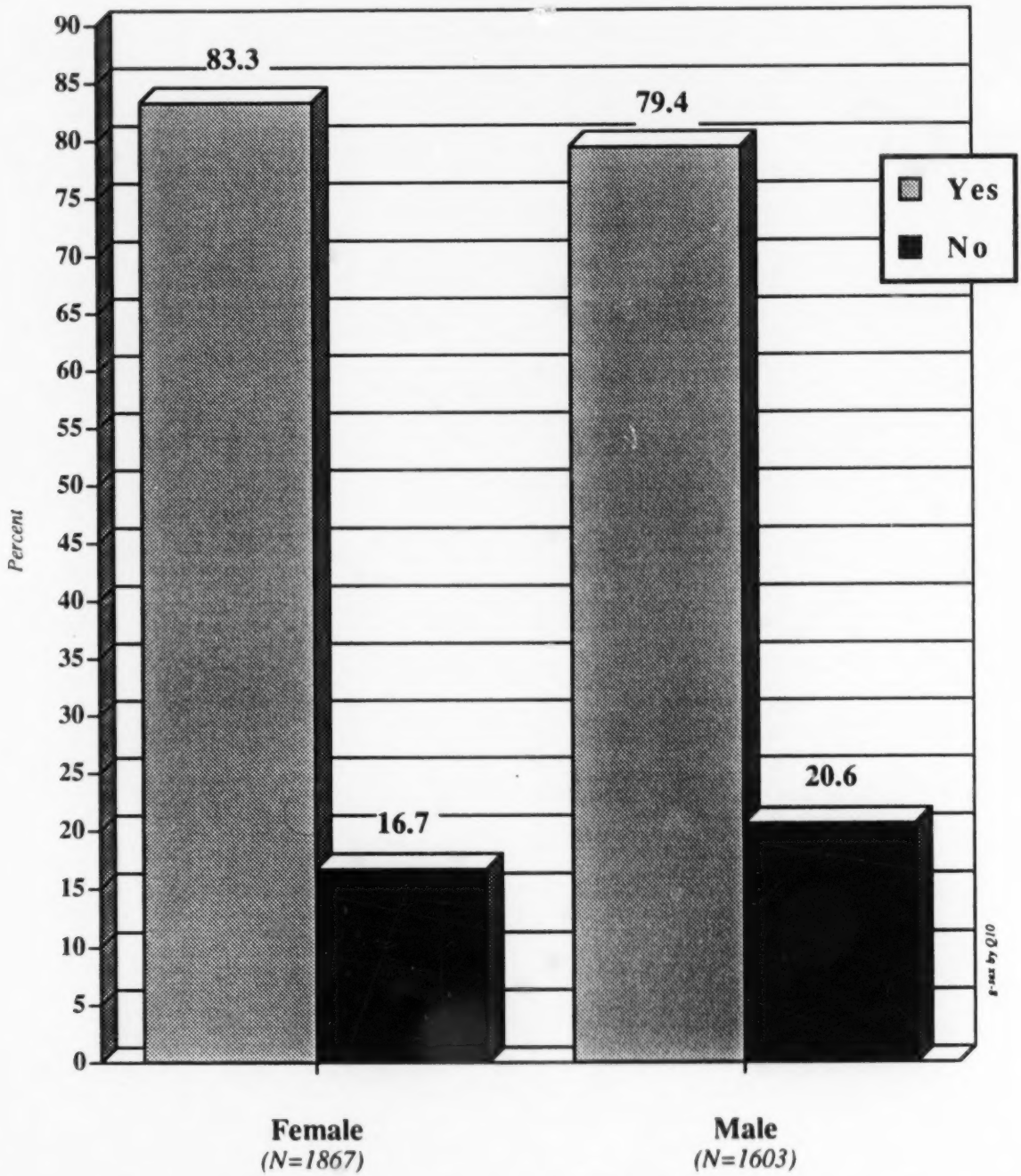
Q8d: Please evaluate your Educational Plan Development by Gender

San Diego Community College District
Matriculation Services Survey
Fall 1992



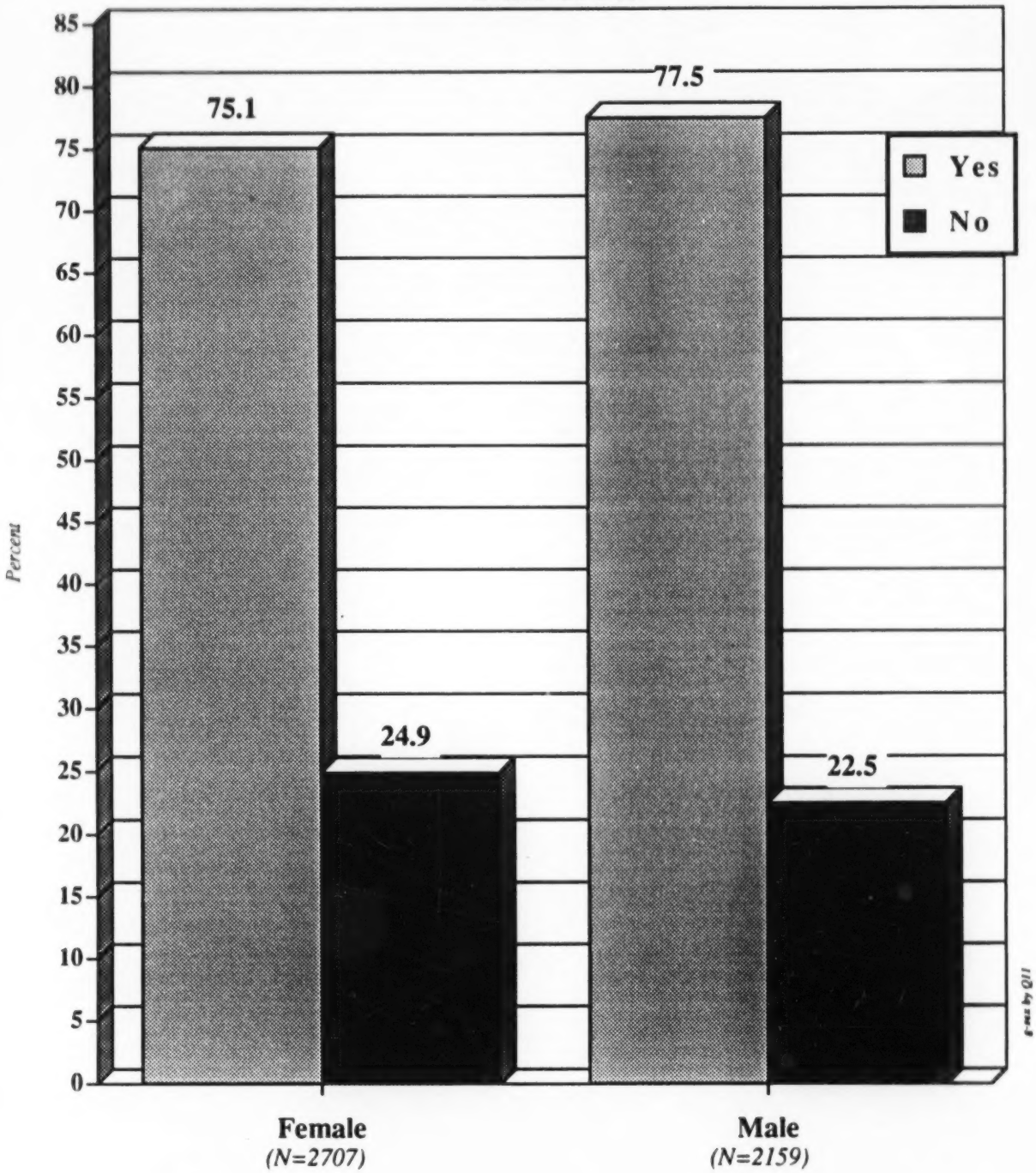
Q9: Did attending the orientation session influence you to visit or use other campus services?
by
Gender

San Diego Community College District
Matriculation Services Survey
Fall 1992



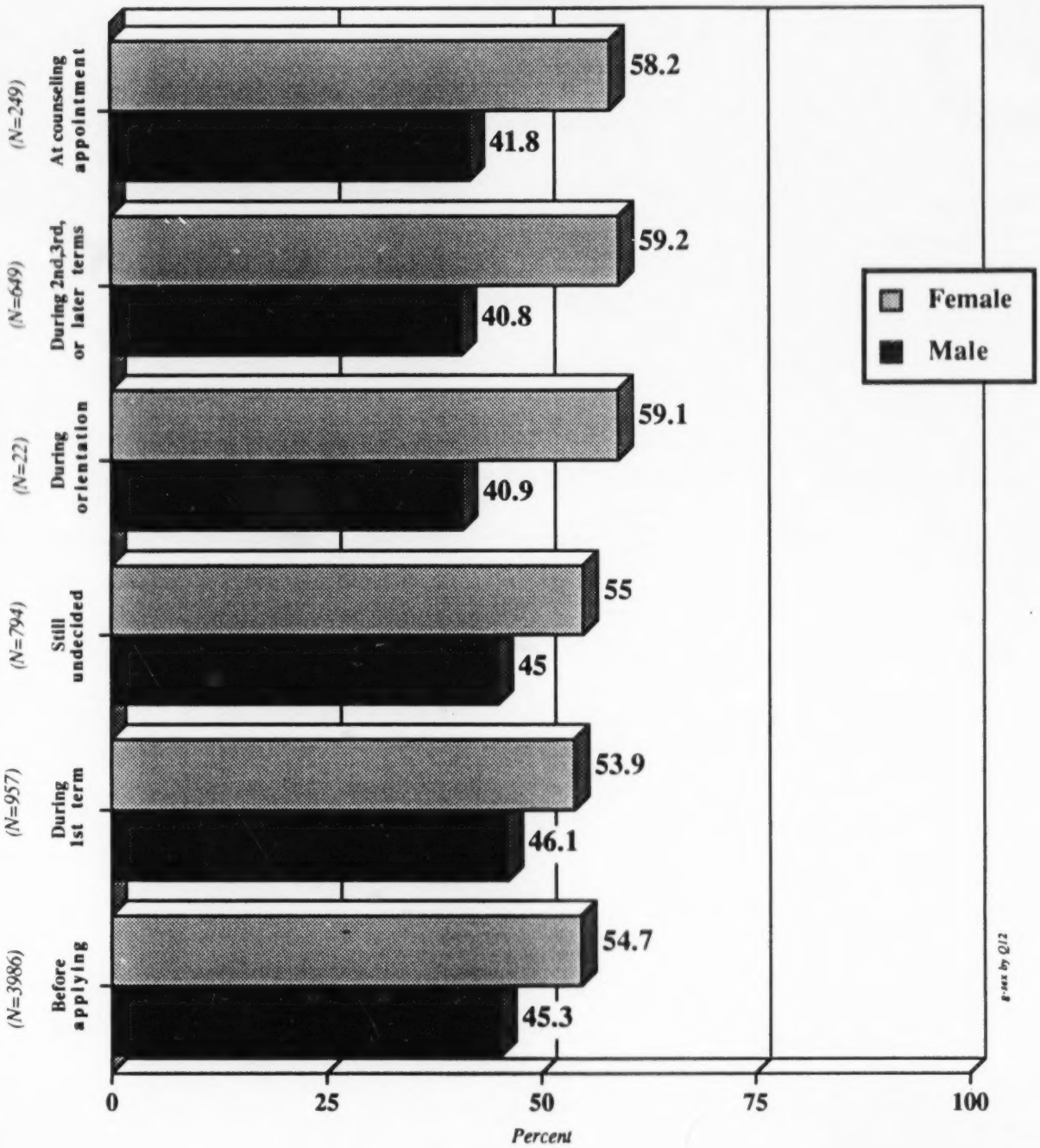
Q10: Were you informed about your rights and responsibilities as a student during your orientation?
by
Gender

San Diego Community College District
Matriculation Services Survey
Fall 1992



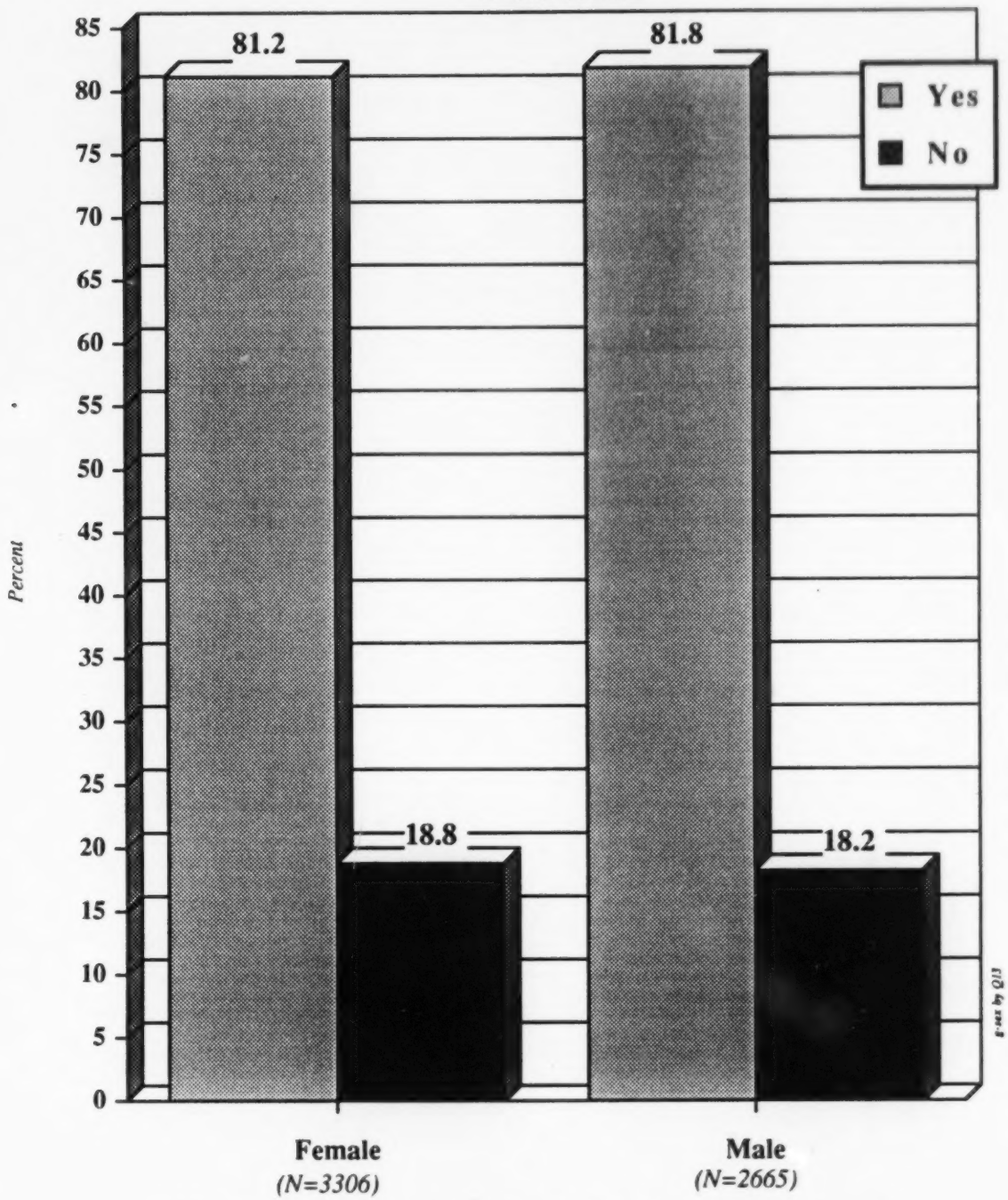
Q11: Have the services you have received help to clarify your educational goals and how to achieve them?
by
Gender

San Diego Community College District
Matriculation Services Survey
Fall 1992



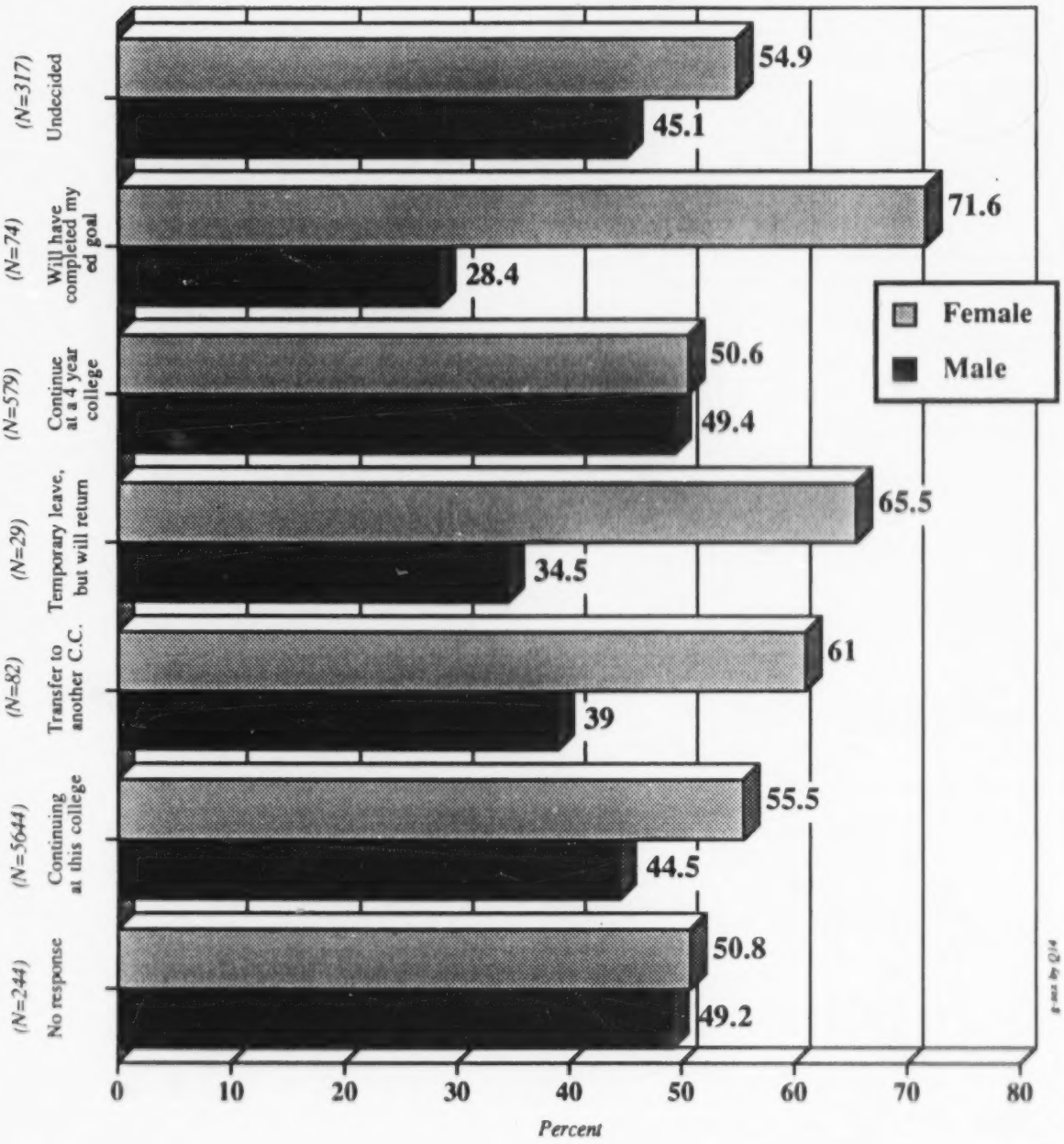
Q12: When did you first decide upon a specific educational goal to pursue at this college?
by
Gender

San Diego Community College District
Matriculation Services Survey
Fall 1992



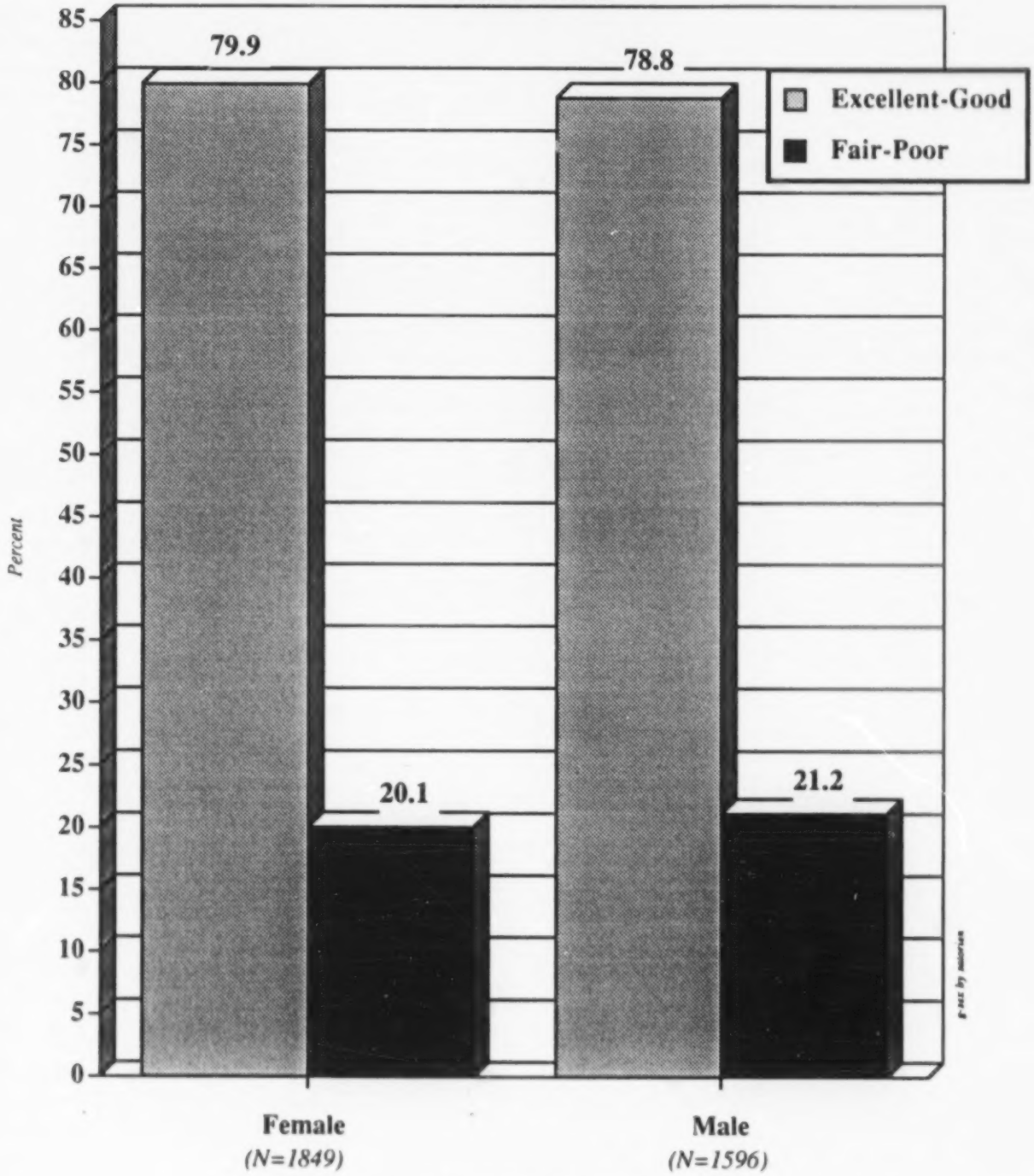
Q13: Have you been provided with information to help you understand course and basic skills prerequisites?
by
Gender

San Diego Community College District
Matriculation Services Survey
Fall 1992



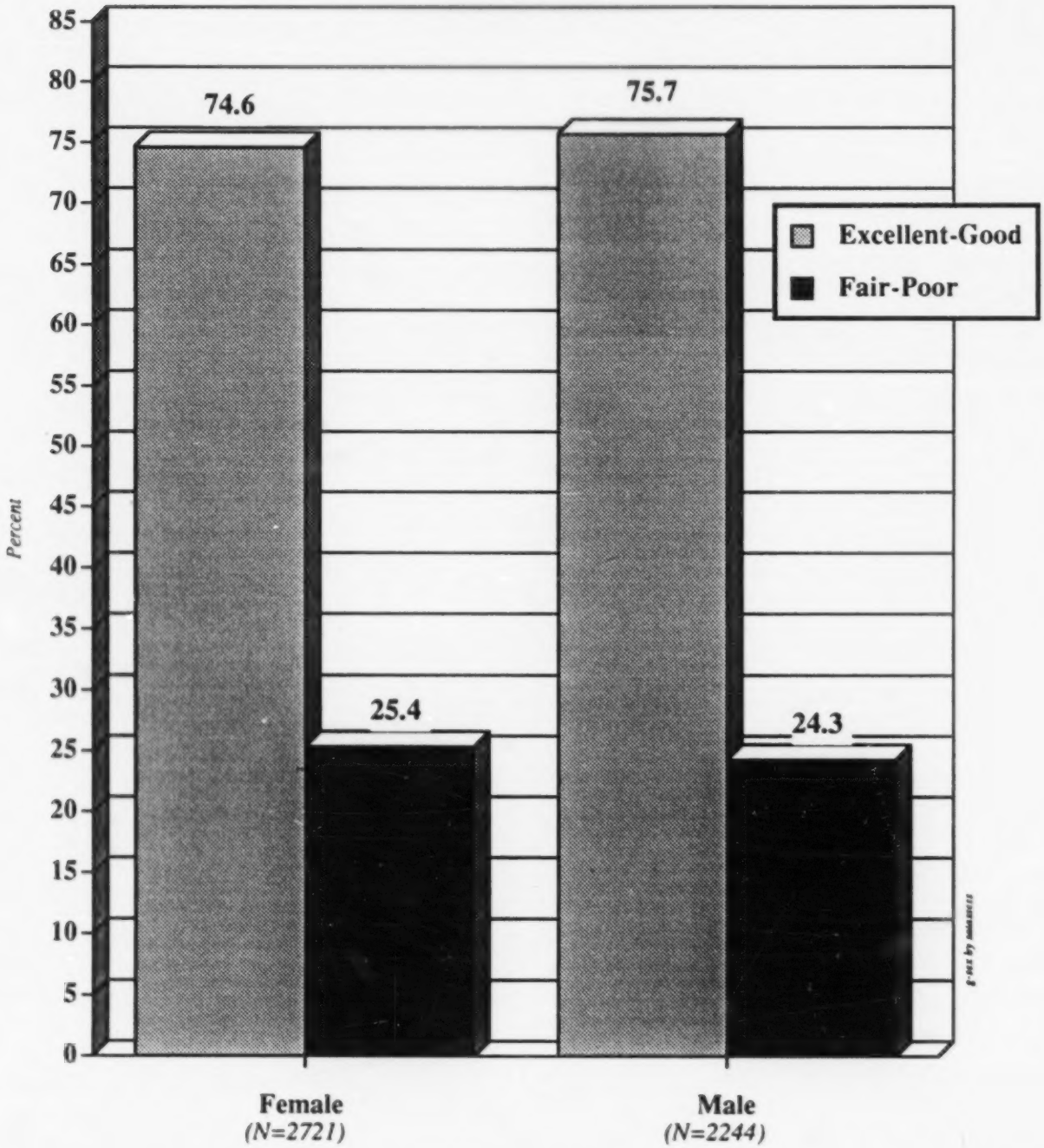
Q14: What will your student status be next term?
by
Gender

San Diego Community College District
Matriculation Services Survey
Fall 1992



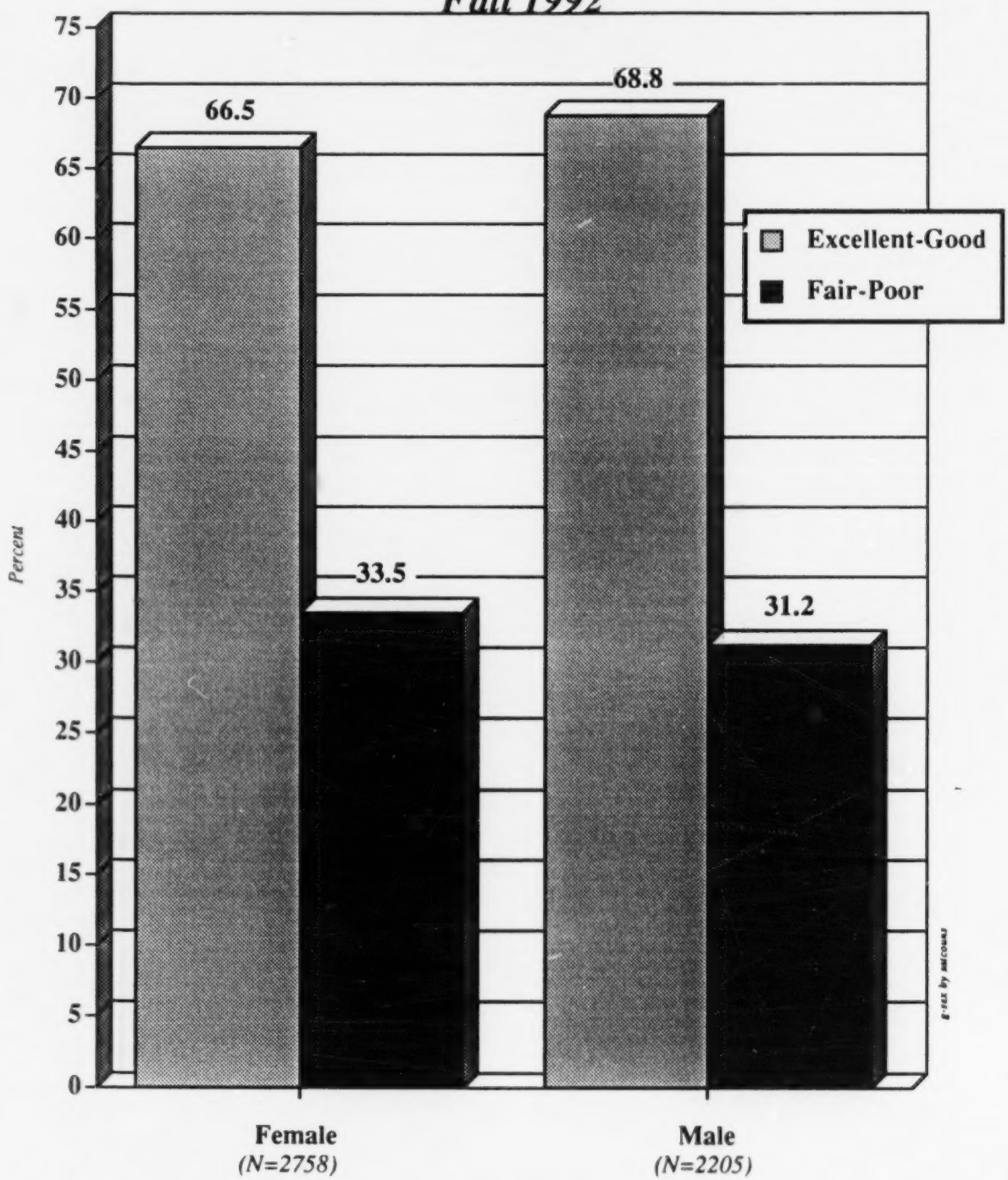
Q8a: Satisfaction ratio for orientation by Gender

San Diego Community College District
Matriculation Services Survey
Fall 1992



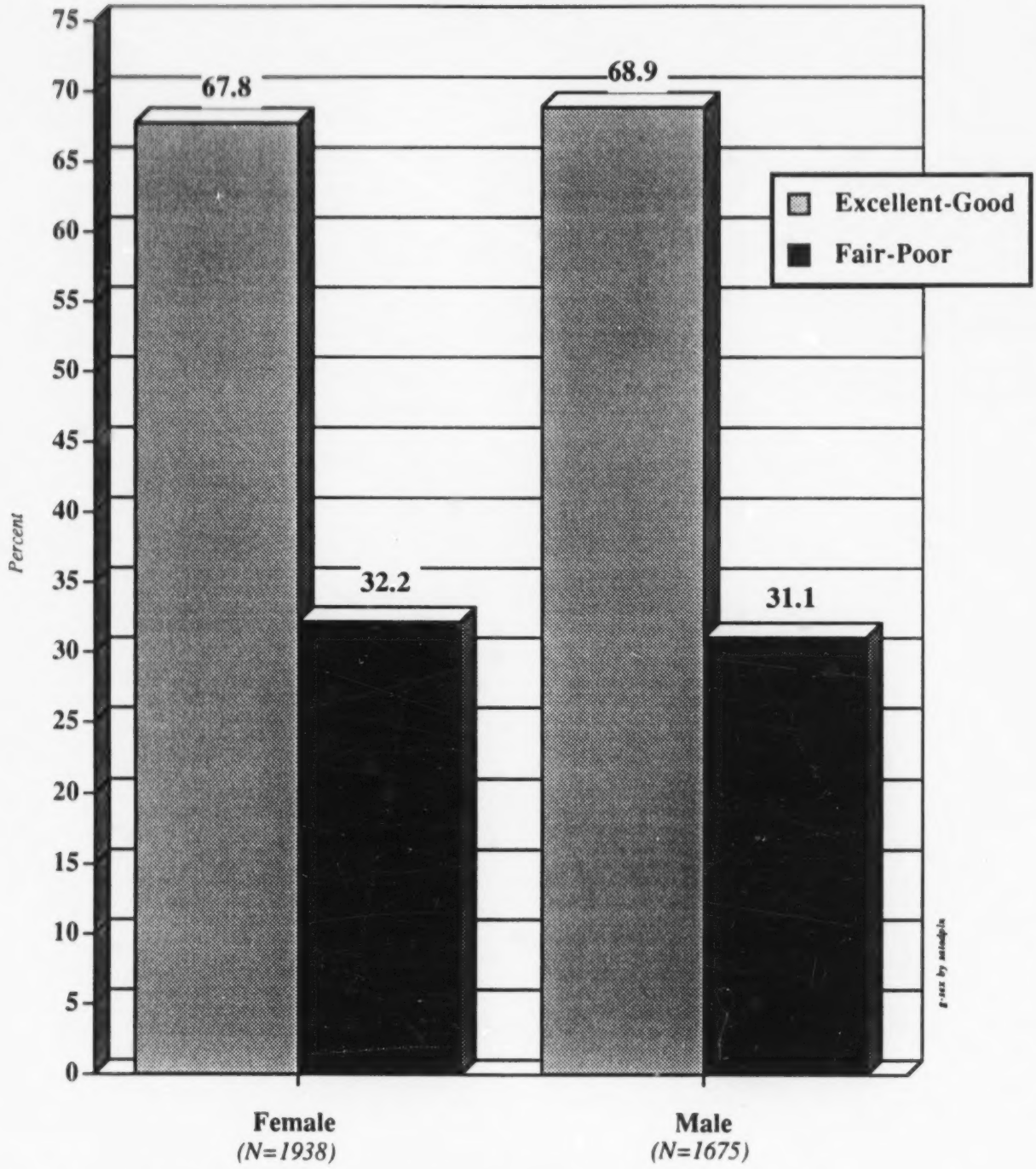
Q8b: Satisfactio ratio for assessment by Gender

San Diego Community College District
Matriculation Services Survey
Fall 1992



Q8c: Satisfaction ratio for Advisement/Counseling by Gender

San Diego Community College District
Matriculation Services Survey
Fall 1992



Q8d: Satisfaction ratio for Educational Plan development by Gender

Appendix B

Matriculation Services Satisfaction Survey Instrument

SURVEY INSTRUMENT

STUDENT SURVEY -PLEASE COMPLETE

We want your opinions about our educational services. Please take a minute to answer the following questions.

1. Which best describes your ethnicity?

Asian	African-American	Anglo-American
Pacific Islander	Latino/Hispanic	Filipino
Other		

2. Gender

Male Female

3. What is your residential zip code? _ _ _ _ _

4. When did you first enroll at this college

Fall_____ 19____
Spring____ 19____
Summer____ 19_____

5. How many units will you complete this term?_____

6. How many units have you completed at this college prior to this term?_____

7. Please indicate your educational goal

Transfer without Assoc. Deg. Transfer with Assoc. Deg.

Assoc. Deg without transfer	Vocational Deg. without transfer
Transfer with Vocational Deg.	Prepare/Advance in Career
Certificate	Discover interests
Skill Development	Undecided

8. Please indicate which of the following activities you have participated in and your evaluation of these activities?

Participated	Excellent	Good	Fair	Poor	N/A
Orientation					
Reading/Math Assessment					
Advisement/Counseling					
Educational Plan development					
Not aware/have not used these services **(if Yes, skip to last question)**					

9. Did attending the orientation session influence you to visit or use other campus services?

Yes No Did not attend

10. Were you informed about your rights and responsibilities as a student during your orientation?

Yes No Did not attend

11. Have the services you have received help to clarify your educational goals and how to achieve them?

Yes No N/A

12. When did you first decide upon a specific educational goal to pursue at this college?

Before applying to the college
During orientation session
During my first term at the college
During my second, third, or later terms.
I'm still undecided

13. Have you been provided with information to help you understand course and basic skills prerequisites?

Yes No Not Applicable

14. What will your student status be next term?

Continuing at this college
Continuing at a 4 year college
Transferring to another community college
Will have completed my educational goal
Temporary leave, but will return
Uncertain at this time

15. Please indicate which college you are enrolled in:

City Mesa Miramar
ECC

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